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ABSTRACT

This small-school vocational education research project, conducted during the 1981-82 school year in Washington State, attempted to develop alternative vocational program delivery and funding strategies for small high school districts. A statewide review committee and two principal investigators conducted national and statewide research to identify unique small school vocational concerns in the state and existing exemplary vocational programs for small schools accross the nation. Present vocational program funding methods in the state were also evaluated. (Washington State defines a small high school district as having 300 full-time equivalent students or fewer.) Upon completion of the research activities, the committee concluded that small high school districts are experiencing a diseconomy of scale when attempting to provide diverse and technologically current vocational education programs. The committee's belief was that all students, regardless of their physical location and size of school, should have access to similar vocational education programs. The committee further determined that to provide diverse vocational education programs in every small school district is neither cost effective nor programmatically practical. Therefore, the committee recommended the establishment of a process to facilitate statewide sharing of technical expertise and equipment by small high school districts through a cooperative approach involving local districts, the state of Washington, and private industry. The establishment of the cooperative should assist small high school students to gain access to vocational education programs similar to those available to their counterparts in larger districts. (KC)

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Research Project in Vocational Education
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Small School Vocational Alternatives Committee: Vic Power - Omak School District; Brian Talbott - Educational Service District 105; Les Greear - Woodland High School; J. Tuman - Wilbur School District; Louise Gustafson - Educational Service District 123; Jay Wood - Office of the Superintendent Public Instruction; Lloyd Olson - Chimacum School District, and Paul Avery-LaConner School District. Lucy DeYoung - Special Consultant, L. J. Emerson-Lincoln County Vocational Education Cooperative.

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Lincoln County Vocational Education Cooperative: Almira, Creston, Davenport, Harrington, Odessa, Sprague, and Wilbur School Districts.

Superintendent of Public Instruction

This project was funded by a grant from the Washington State Commission for Vocational Education - Research Coordinating Unit.

SUMMARY

This small school vocational education research project, funded by the Washington State Commission for Vocational Education - Research Coordinating Unit was conducted during the 1981-82 school year. The major objective was to develop alternative vocational program delivery and funding strategies for small high school districts.

The project operating procedure was utilization of a statewide review committee and two principle investigators. National and statewide research was conducted to identify unique small school vocational concerns in Washington State and existing exemplary vocational programs for small schools across the nation. Present vocational program funding methods in Washington State were also evaluated. Washington State's definition of a small high school district, 300 full-time equivalent students or less, was used as the basis for evaluation.

Upon completion of the research activities, the committee concluded small high school districts experience a diseconomy of scale when attempting to provide diverse and technologically current vocational education programs. The committee's belief was that all students, regardless of their physical location and size of school, should have access to similar vocational education programs. The committee further believes that to provide diverse vocational education programs in every small school district is neither cost effective nor programmatically practical. Therefore, the committee recommended the establishment of a process to facilitate statewide sharing of technical expertise and equipment by small high school districts through a cooperative approach involving local districts, the State of Washington and private industry.

The committee believes establishment of the cooperative, following Educational Service District boundaries, will assist small high school students in gaining access to vocational education programs similar to those available to their counterparts in larger districts.

TABLE OF CONTENTS

RESEARCH PROJECT IN VOCATIONAL EDUCATION..... i

ACKNOWLEDGMENTS..... ii

SUMMARY.....iii

INTRODUCTION..... 1

REVIEW OF EXISTING INFORMATION..... 4

ASSUMPTIONS..... 7

PROPOSAL..... 7

APPENDICES:

I Rural Education Programs That Work..... 12

II Educational Resources Information Center..... 43

III Washington State School Directors' Association Position Paper... 49

IV Secondary Vocational Enrollments - 1980-81..... 53

V Secondary Vocational Course Offerings - 1978-79..... 57

VI Secondary School Vocational Funds Generation - 1981-82..... 59

VII Basic Education Funds Allocation Law..... 66

INTRODUCTION

For several years, small school administrators have been noticing a decline in the effectiveness of their vocational education programs. This decline has not been caused by a deterioration of existing programs, rather by small schools' inability to keep pace with technology and industry's changing needs. Generally, larger schools have been better able to keep their vocational programs upgraded. Small school administrators believe their students should have access to the same quality of vocational education programs as students in larger schools.

In the late 1970's, several small, rural school superintendents in eastern Washington promoted a study to determine what could be done to upgrade their vocational programs. With the assistance of a grant from the Commission for Vocational Education (CVE) in 1980, a Rural Vocational Assessment of seven small schools was conducted.

Part of the study included a survey of students' interests and opinions of vocational education in their respective schools. Nearly fifty percent of the students in the participating schools indicated their schools did not provide the vocational training opportunities they needed to prepare for employment in their chosen field. Administrators agreed their vocational program offerings could and should be improved.

According to the administrators, to make necessary program improvements, they needed assistance in the areas of program development, planning, grant coordination, community and staff involvement, teacher certification and recruitment, coordination with state vocational personnel, and procurement of modern training equipment and supplies. It was not economically possible for the schools to provide all these services individually. Neither would it have been cost effective had adequate funds been available.

The study recommendation for improvement of vocational programs in the participating small schools was formation of a vocational cooperative to provide the necessary services on a joint basis. Faced with limited funding capabilities, the local schools were unable to fully support a cooperative with their vocationally generated state and federal funds. Outside revenues were needed and CETA, Titles IV and VII, agreed to provide funds to aid in establishment of the cooperative. However, CETA funds would only be available for up to two years.

The Lincoln County Vocational Education Cooperative was formed in 1980 as a result of the study to serve the vocational education needs of the participating small, rural school districts. During 1980-82, several vocational improvements were accomplished. Three new vocational programs were started, approximately 25 new vocational classes were approved and offered to students and several existing programs were upgraded. Vocational guidance activities were increased and a cooperative vocational counselor was added to the staff. The cooperative also expanded its services to three schools in Okanogan county and one in Grant county. This expansion and continued operation of the original cooperative was made possible through a contract with CETA - Title VII. Assistance was

also provided to the schools in the areas of teacher certification and recruitment, program and teacher evaluation, advisory committee utilization, planning, vocational reporting, and budgeting.

The problem of long-term operation of the vocational cooperative concept and expansion to other areas of the state was still to be solved. In 1981, the CVE provided funds for the formation of the Small School Vocational Alternatives Committee (SSVAC). Its goal was to research vocational funding and delivery systems and develop a proposal for improving vocational education programs in small high school districts throughout the state. The SSVAC was selected from all geographic areas of the state and represented small school superintendents, principals, Educational Service Districts, vocational directors and the Superintendent of Public Instruction Vocational Education Office.

MAJOR CONCERNS

The first task of the SSVAC was to identify major vocational education concerns of the small schools districts in the state. Those of major significance were identified as:

a. Lack of Vocational Program Diversity in Small School Districts: With small staffs and limited enrollments, it is difficult for small schools to provide the diversity of vocational programs found in larger school districts.

b. Attraction/Retention of Vocational Staff: Many small schools find it difficult to attract vocationally certified instructors when because of limited enrollments, they must often teach a variety of subjects and cannot specialize in their respective vocational area. Also, many small school vocational instructors move to larger schools when openings become available.

c. Lack of Quality Equipment: Continual technological changes rapidly outdate much of any school's vocational training equipment. Most small schools find they are financially unable to provide modern equipment and supplies necessary to keep pace.

d. Lack of Certified Vocational Staff: Because of limited staffing capabilities in small schools, additional vocational staff usually cannot be added for specific vocational program needs. Existing vocational staff generally cannot be vocationally certified to teach in additional vocational program areas. As a result, new programs are usually not offered.

e. Lack of Vocational Expertise: Many small school administrators have not been trained in the areas of vocational education and vocational administration so must seek outside help.

f. Lack of SPI Asssistance: Since early 1981, SPI's Division of Vocational-Technical and Adult Education Services has experienced staff reductions of over 30%. This has resulted in elimination of some services to local districts in the areas of program development, inservice training, curriculum development, student leadership and other services to numerous to list.

g. Rural Student Access to Vocational Programs Comparable to Those Available in Urban Areas: Many larger, urban school districts have access to vocational skills centers and/or have more technically advanced and diverse vocational programs available for students.

h. Quality and Relevance of Existing Programs in Relation to Industry Needs: Small schools are usually not located near business and industrial employment centers. Difficulties arise in communicating with the private sector for program review and evaluation. Small school vocational instructors also have limited opportunity to observe technological advances in the world of work.

i. Local Control Versus State Control: Small school administrators expressed the desire to have more local control of vocational program approval and instructor certification since their ability to provide diverse vocational programs is often more limited than that of larger schools.

Upon review of the problems identified above, the SSVAC felt the underlying concern of small school administrators was how to provide the best possible vocational education programs for their students. It was apparent that a creative vocational education delivery system must be developed to address the unique vocational education needs of small school districts. And that funding strategies must be developed to support any recommendation.

REVIEW OF EXISTING INFORMATION

The SSVAC review of existing literature and information revealed several unique small school vocational programs around the nation. The Office of Vocational and Adult Education (OVAE) of the Department of Education in Washington, D.C. provided a review of "Rural Education Programs That Work." This information was gathered by the OVAE throughout the nation and made available to school districts. Some of the programs involving cooperation between schools and business may be suitable for adoption/adaptation in Washington State. A listing of the programs appears in Appendix I.

Additional national information was obtained from the Educational Resources Information Center. "Small Schools" was used as the identifier to conduct the search. Much of the information did not pertain to the committee goal. However, that which was relevant is listed in Appendix II.

Several cooperative approaches to vocational education delivery were also found in Washington State. Examples include: larger high schools opening enrollment in their vocational programs to students from neighboring schools, community college cooperative vocational programs for area high school students, small schools purchasing vocational administration service from neighboring larger schools, itinerant vocational instructors, and vocational skills centers to service area students, and student placement with business/industry for training.

Many of the cooperative programs involving student travel to other locations were found where the distance between schools was minimal. Very few of these cooperative programs were identified in small, rural school districts. The SSVAC assumed reasons for this lack of small school participation in cooperative programs included: distance to other schools lack of vocational program availability at neighboring small schools, transportation cost, independent attitude, and unavailability of coordination assistance to manage cooperative activities to name a few.

A review of state and national attitude revealed concern by several others regarding vocational programs. The American Association of School Administrators "Small School District Administrator" publication addressed vocational education for small schools in the December 1981 issue. Regarding the Vocational Education Act, the article stated, "In past years, when formulas and programs were being rewritten, there was little awareness in either Congress or the Administration of how these changes could affect smaller schools. Consequently, students in rural areas often were shortchanged in their preparation for the world of work by federal initiatives." The article goes on to say, citing National Institute of Education research by Stuart Rosenfeld, "as a general rule, federal education policies ignore the unique features of rural life . . . Vocational Education policy is no exception." The article also points out, "some studies show, on paper, rural schools receive their equal share of federal funds. In some areas, especially vocational education, there are obvious disparities."

Other research indicates a growing spirit of cooperation between business/industry and the school community. The August 9, 1982 issue of Education USA relates that "business-industry cooperation with schools has grown from donating used equipment to seeking partnerships that will ensure an adequately trained labor supply."

In May 1982, the Washington State Commission for Vocational Education and the Associated General Contractors of America presented a joint workshop to strengthen activities between vocational education and the labor and construction industry. An emphasis was placed on coordination of training programs provided by both groups.

The Washington State School Directors' Association stressed the need for increased attention to vocational education in a position paper developed in 1981. Several areas of vocational administration and delivery were discussed. Following are some of the major points covered in the paper. The complete text is listed in Appendix III.

> "The SPI estimates that roughly 80 percent of public high school students do not go on to a four-year college or university. Further, only about 18 percent of all jobs available actually require a higher education degree according to Department of Employment Security and U.S. census figures. In this light, the necessity for relevant and quality curricular offerings in vocational education is readily seen."
>
> "In the final analysis, there is not presently enough vocational education to meet the needs of society. While there may be some duplication of program and effort, the demand for vocational education services generally outstrips the supply even where programs and efforts are duplicated. The issue in vocational education should be seen as one of increasing the range of programs and of facilitating access to those programs."
>
> "School districts need to seek increased involvement and funding from business, industry and others in the private sector."
>
> "...if vocational education programs in common schools are to be successful in meeting the future needs for society's work force, then program flexibility must be accorded the local school district along with sufficient resources to accomplish the task."
>
> "...the regulatory nature of state-level governance mechanisms should be minimized in favor of technical assistance and service to local school districts in their attempts to plan and program adequate vocational education offerings."

Further evidence of statewide interest in vocational education has been exhibited by formation of two high-level committees. One is the Governor's Committee on High Technology Training and Advancement which was developed in conjunction with the new Office of High Technology Advancement and Training through the Department of Commerce and Economic Development. The other is the Governor's Education Study Committee. Both committees will be reporting to the Governor and Legislature their recommendations for technical and vocational education in the State of Washington.

Defining small high school districts as those with 300 or less Full-Time Equivalent (FTE) students, the SSVAC evaluated current vocational funding and vocational program participation. A summary of their findings is listed in this report with supportive data included in the Appendix.

Students residing in small high school districts participate in approved vocational education programs more frequently than do students residing in larger school districts. In small high schol districts 17.7 percent of the high school students participate in approved vocational programs as compared to 13.4 percent of high school students in larger districts. Appendix IV.

Only 6 percent of the total statewide high school enrollment attends school in a small high school district. Appendix IV.

Vocational course offerings that are offered in more than 15 percent of the small high schools are: agriculture, business and office education, and home and family life (useful). Vocational course offerings in more than 15 percent of larger schools are: agriculture, distributive education, business and office, health occupations, home and family life (useful), home and family life (gainful), trade and industry, diversified occupations, and industrial arts. Appendix V.

Non-employee related costs generated, in the Basic Education formula due to vocational program offerings ranges from $297 to $32,673 in small high school districts with the average district receiving $10,644. Non-employee related costs generated due to vocational program offerings in larger high school districts ranges from $4,074 to $554,308 with an average of $92,629. Appendix VI.

Levy capacity generated due to vocational program offerings ranges from $130 to $15,184 in small high school districts with the average district receiving $4,958. In larger high school districts the range is from $2,021 to $286,013 with an average of $47,153. Appendix VI.

The basic vocational entitlement generated due to vocational program offerings ranges from $1,307 to $151,842 in small high school districts with the average district receiving $49,585. In larger high school districts the range is from $20,218 to $2,860,136 with an average of $471,537. Appendix VI.

Total state and local funding generated due to vocational program offerings ranges from $1,734 to $199,673 in small high school district with an average of $65,217. The totals for larger high school districts range from $26,313 to $3,668,055 with an average district receiving $611,321. Appendix VI.

The State basic education funding formula recognizes that a diseconomy of scale exists for small high school districts in providing the basic skills component of the State's definition of basic education. The State basic education funding formula, however, does not recognize that a diseconomy of scale exists for small high school districts in providing the work skills component of the State's definition of basic education. Appendix VII.

ASSUMPTIONS

Based on research and information evaluated by the SSVAC, the following assumptions were made.

The demand for vocational education programs is greater in small high school districts than in large high school districts.

Students are exposed to a greater variety of course offerings in large school districts requiring more sophisticated technical expertise and more expensive equipment. The absolute dollar value of levy capacity generated, due to vocational participation, and state funding, due to vocational participation are not sufficient to provide students attending small high schools diverse vocational-technical expertise and equipment.

Because small high school enrollment only equates to 6 percent of the total statewide high school enrollment, statistically an increased demand for vocational education programs in small high school districts will not influence the aggregate statewide budgetary and programmatic resource decision-making process.

Due to the small size of vocational education programs in small high school districts, small high school districts cannot generate sufficient state and local funding to provide technically diverse course offerings and staff, nor provide necessary supplies and equipment to mount a diverse vocational education program. Small high schools, therefore, experience the same diseconomies of scale in providing work skills programs as they do in providing basic skills programs.

A sharing of resources between local school districts, the State of Washington and private industry will significantly enhance the quality of vocational education programs.

Providing sufficient staff and equipment to establish a diverse vocational education program in every school district is neither cost effective nor programmatically practical, whereas, for small high school districts, cooperative programs are more cost effective and programmatically sound.

PROPOSAL

With the goal of improving vocational education programs in small high school districts throughout the state, the SSVAC submits the following recommendation for consideration and approval by the State Superintendent of Public Instruction and the Washington State Legislature.

The establishment of a process to facilitate statewide sharing of technical expertise and equipment by small high school districts through a cooperative approach involving local districts, the State of Washington and private industry.

This process would promote the following activities in an effort to enhance vocational program opportunities for small high school students throughout the state.

1. A statewide focal point would be established to identify and coordinate available technical expertise and equipment available to small school districts through private industry.

2. An inventory of available technical expertise and equipment would be maintained and distributed to the small high schools for utilization in future program development and existing program improvement.

3. Small high school districts would, in addition, identify any unique technical expertise and equipment necessary for future program development and existing program improvement.

4. A priority would be placed on encouraging small high school districts to offer as many vocational education programs as feasible on a cooperative basis.

5. Equipment or technical expertise would be donated or lent to the small high schools as a group rather than to individual districts.

6. Donated equipment would be redistributed among the small high school districts as needs changed.

7. Federal income tax benefits would accrue to private industry donating equipment to the small high schools.

8. Technical expertise would either be in the form of assistance in curriculum development or in the form of actual instruction.

9. Small high school vocational cooperatives would be coordinated through the Educational Service Districts.

The program would operate under the direction of an appointed advisory committee with the following suggested make-up:

1 member - Appointed by the Governor
1 member - Appointed by the House of Representatives
1 member - Appointed by the Senate
2 members - Appointed by the Association of Washington Business
2 members - Appointed by the Labor Council
1 member - Appointed by the Superintendent of Public Instruction
1 member - Appointed by the State Board for Community College Education
1 member - Appointed by the Commission for Vocational Education
1 member - Appointed by Washington State School Directors' Assoc.
2 members - Appointed by participating Small School Superintendents
2 members - Elected by participating students

Duties of the Committee: Provide input on needs as identified by the sector represented. Oversee the coordination of overall private industry needs identification with needs identified by local school districts and students. Report to the Governor and Legislature annually on the feasibility and progress of this project.

The SSVAC recommends that three pilot projects be operated during the 1983-85 biennium. The cooperatives are to be established to conform with Educational Service District boundaries. The pilots should be located in eastern, central and western Washington. After the two year pilot project, a determination will be made whether to expand the project and at what rate. For the long-term, the SSVAC recommends formation of seven cooperatives, each working with approximately 15 small high school districts. Following is the suggeted coperative composition which will provide service to all small high school districts in the state.

Cooperative #1 - ESD 101 - Adams, Ferry, Stevens, Pend Oreille, Lincoln, Spokane, and Whitman Counties - 32 small high school districts. This cooperative would be split into two cooperatives to make each service area comparable in size.

Cooperative #2 - ESD 105 - Kittitas, Yakima and Wahluke school district in Grant County and Bickleton in Klickitat County - 10 districts.

Cooperative #3 - ESD 112 - Clark, Cowlitz, Skamania, Wahkiakum Counties; part of Klickitat County and part of Pacific County - 14 districts.

Cooperative #4 - ESD 113 - Grays Harbor, Mason, Lewis, Thurston Counties; part of Pacific County - 15 districts.

Cooperative #5 - ESD 114 - Kitsap, Jefferson, and Clallam Counties - 4 districts.
ESD 121 - Part of King County - 1 district
ESD 189 - Island, San Juan, Skagit, Snohomish and Whatcom Counties - 9 districts.
Total 14 districts.

Cooperative #6 - ESD 171 - Chelan, Douglas, Grant and Okanogan Counties - 16 districts.

Cooperative #7 - ESD 123 - Asotin, Columbia, Garfield, Walla Walla, Franklin and Benton Counties - 8 districts.

Proposed professional staffing for the three pilot projects will include one state facilitator and three regional facilitators. The three regional staff will be located in the respective Educational Service Districts operating the pilot projects. Local facilitators will be identified at each participating small school district to serve as contact for the regional facilitator. When in full operation throughout the state, there will be one state facilitator and eight regional facilitators (Cooperative #1 will have two regional facilitators.) Support services, travel, rent, supplies and materials will be needed

by each professional staff employed. Duties of the professional positions will be:

State Facilitator - Located at the Office of the Superintendent of Public Instruction

- Assess needs of business and labor with the identified needs of local school districts.
- Coordinate the acquisition of technical expertise and equipment.
- Coordinate the disbursement of technical expercise and equipment.
- Coordinate state advisory board.

Regional Facilitators - Located at Educational Service Districts

- Assist small school districts in assessing future vocational needs and improving current vocational programs.
- Liaison with State Facilitator and private industry in local community regarding available technical expertise and equipment.
- Assist small school districts in required state financial and program reporting requirements.
- Coordinate regional advisory committee.
- Assist small school districts in developing cooperative vocational programs.

The SSVAC recommends that financing for the small school district vocational cooperatives come from local school districts, the State of Washington and non-governmental agencies. A phase-in plan should be implemented so that eventually financing would progress to a one-third commitment from each entity. Initially the State of Washington would be the major funding source. The proposed phase-in plan is:

Year	State	Local	Private
1	80%	10%	10%
2	70%	15%	15%
3	50%	25%	25%
4	33%	33%	33%

Suggested Budget:

State Board:		
Four (4) meetings -	$10,000	
Supplies and Materials - $2,000	2,000	
Total		$12,000
State Facilitator:		
Salary and Benefits -	55,000	
Support Services -	15,000	
Travel -	10,000	
Rent, Supplies and Materials -	20,000	
Total		100,000
Regional Facilitator:		
Salary and Benefits -	45,000	
Support Services -	10,000	
Travel -	5,000	
Supplies, Rent and Materials	10,000	
Total		70,000
Regional Advisory Board:		
Four (4) meetings -	5,000	
Supplies and Materials -	1,000	
Total -		6,000
Local Facilitator:		
1/8 Salary and Benefits -	3,600	
Rent, Supplies and Materials -	1,000	
Total -		4,600

Summary:

Board -	$ 12,000
State Facilitator -	$100,000
Regional Facilitators -	$210,000 (3 pilot projects)
Regional Board -	$18,000 (3 pilot projects)
Local Facilitator -	$4,600 (in-kind)
Total - $340,000	

Year #1	$340,000 total cost
	272,000 state
	34,000 local
	34,000 private
Year #2	$340,000 plus 10% inflation - $374,000
	261,800 state
	56,100 local
	56,100 private
Total 1983-85 biennial costs	
	714,000 total cost
	533,800 state
	90,100 local
	90,100 private

APPENDIX I

RURAL EDUCATION PROGRAMS THAT WORK

VOCATIONAL EDUCATION PROGRAMS
IN SMALL SCHOOL DISTRICTS

WASHINGTON

Vocational Education

TITLE : Business and Office Education

PROGRAM DESCRIPTION: North Franklin School District is building a new building where two rooms will be designated for use by business occupations courses. One room will be a classroom, the other will be furnished with business machines to be used jointly by students in the classes and by central office personnel. Students will have an opportunity for "on the job" experience by working along side the Central office staff.

CONTACT PERSON : Darrell Seeley, Principal
Connell High School
Connell, Washington 99326
(509) 234-2911

WASHINGTON

Vocational Education

TITLE : Rural Vocational Direction Through Cooperation

PROGRAM DESCRIPTION: The Lincoln County Vocational Education Cooperative was formed by seven small rural school districts to help improve the vocational education programs of each district. Formation of the cooperative has enabled each school to maintain closer ties with industry. Input derived from this close contact with potential employers has given the schools positive direction for planning new and improved vocational programs. Immediate benefits of the cooperative include closer monitoring of vocational program and instructors' certification, expanded vocational guidance and career services, and an overall increased emphasis on vocational programs. Several additional cooperative activities are under study and development to improve vocational programs. These include inter-district sharing of vocational majority of these services cannot be efficiently provided by each small school. The cooperative approach is proving to be an effective alternative.

CONTACT PERSON : Mr. L. J. Emerson, Vocational Director
Lincoln County Vocational Education Cooperative
Box 305
Sprague, Washington 99032
(509) 257-2511

WASHINGTON

Vocational Education

TITLE : Community Resource Training (CRT) Program

PROGRAM DESCRIPTION: The program is designed for rural and/or isolated school districts. Districts are invited to participate by the Division of Vocational-Technical and Adult Education Services of the Office of the State Superintendent of Pubic Instruction. Basic standards for all vocational education programs apply to the CRT vocational program. Special attention is given to each student's occupational objective. Behavioral objectives based on task analyses are written for each student; the task analyses and behavioral objectives must develop a vocational entry level skill for the student. A resource person in the community is hired to teach the student off campus. Such instruction is under the supervision of a vocationally certified CRT program coordinator. The coordinator is scheduled two periods per day with approximately 25 students for the purpose of coordinating community and school learning experiences.

CONTACT PERSON : Mr. Kent Neeley, Program Director
Marketing and Distributive Education
and Diversified Occupations
7510 Armstrong Street, S.W.
Tumwater, Washington 98504
(206) 753-2060

WASHINGTON

Vocational Education

TITLE : Expanding the Small High School Curriculum Through Correspondence

PROGRAM DESCRIPTION: Liberty High School has been researching and developing a system which can expand the curriculum of small schools. This system is specially designed and uses correspondence courses from a wide variety of sources. As a result, many poor and potential dropout students have become excellent correspondence students. Success and good grades have become the rule. This occurred as students found themselves studying subjects which they really wanted to learn. These were matched to their interests, abilities, and vocational goals. For many, this had never happened before in their

high school experiences. All students have the opportunity and are encouraged to explore as many subjects as they wish before selecting an area for serious study.

CONTACT PERSON : Mr. Gordon Wagoner
Liberty School District
Spangle, Washington 99031
(509) 245-3229

ALABAMA

Vocational Education

TITLE : Community Cooperative and Coordination: A Key to Successful Vocational Programs

PROGRAM DESCRIPTION: The school administration, local business and industry, and the community served by the vocational education program lend strong support to the secondary vocational education programs and the adult programs. Findings resulting from a State directed evaluation of the Pickens County vocational education program conducted in 1979 include: the school system used a well-organized local evaluation plan; the resource center met individualized needs of vocational students; a mobile resource center provided these services to students in four high schools in the county; vocational student organizations were an integral part of all instructional programs; employers were knowledgeable and supportive of the vocational education programs; cooperation and communication among the school system administrators, teachers, and local business/industry facilitated good student placement in related employment.

CONTACT PERSON : Mr. Max Stripling
Pickens County Vocational Education Program
Carrollton, Alabama 35447
(205) 367-8061

ALASKA

Vocational Education

TITLE : Rural Student Vocational Program

PROGRAM

DESCRIPTION: In the Rural Student Vocational Program (RSVP), students from rural areas travel to cities to work in government agencies and private industries to further their vocational training. During the two week session, each participant receives a

stipend. Roundtrip transportation to a city as well as room and board are furnished. Due to the extensive amount of planning and coordination required regarding RSVP, it is advisable to start on a small scale and expand as experience is gained. Success is more likely if the RSVP staff coordinator has experience and training in cooperative vocational education. Work stations must be in business establishments that are willing to spend the time necessary to provide instruction, supervision, and evaluation to the students. Each participating school identifies a teacher coordinator to assist in selecting and preparing the students.

CONTACT PERSON : Mr. Lee Clune
Alaska Department of Education
ASOB Pouch F
Juneau, Alaska 99811

ARIZONA

Vocational Education

TITLE : Marana Chevron Training Station

PROGRAM DESCRIPTION: Marana High School has a very comprehensive vocational education program which includes a double Diversified Cooperative Education (DCE) program and a double Cooperative Office Education (COE) program. The town of Marana is very small, and the school district is very large. There were very few places for students to gain work experience in the community in the area of automotive service. In August 1979, Marana High School leased the Chevron Service Station located in Marana. The station employs two full-time managers, six DCE co-op students, and one COE student. The students work 24 hours per week. The managers work 40 hours and are full-time permanent school district employees. The goal is for students to gain the experiences necessary for them to function as managers or assistant managers. The station is completely self-supporting, and there are no district tax dollars used in the station operation.

CONTACT PERSON : Mr. Don D. Hawkins, Vocational Coordinator
Marana High School
11279 West Grier Road
Marana, Arizona 85238
(602) 682-4141

ARIZONA

Vocational Education

TITLE : School and Community Renovation of Substandard Housing

PROGRAM DESCRIPTION: In the Casa Grande Union High School District, a desperate need exists for career exploration and in-depth career preparation. In the area, which encompasses two Indian Reservations, unemployment is high, and many homes are deficient of electricity and refrigeration. The career education program, a cooperative endeavor between the high school and the community, involves residential housewiring, refrigeration, home design, upholstery, landscaping, and applied recordkeeping. Starting with classroom and laboratory experiences, approximately 200 junior and senior students utilized the entire community as a "hands-on" and on-the-job laboratory. This learning experience has provided free services for members of the community as well as preparing students for the world of work with reimbursable skills.

CONTACT PERSON : Mr. Alex Nader, Superintendent
Casa Grande Union High School District
420 Florence Boulevard
Casa Grande, Arizona 85222
(602) 836-8500

ARIZONA

Vocational Education

TITLE : Who is in Control of Your Life?

PROGRAM DESCRIPTION: This preemployment training package is for people who want to make changes in their lives. It assists individuals in developing some basic skills needed to reach any goal, employment related or not. Examples of important sections of the package are as follows: Building a Positive Self-Esteem, shows how self-esteem "happens" and how it can be made more positive; Decision Making, provides an individual with ideas on how to make decisions more effectively; in Solving Communication Problems, the individual looks at his/her own behavior more clearly; Values Clarification, helps a person find out what his/her values are and where they originate; Stress Management, helps the individual learn where pressures come from and suggest some ways to handle them.

CONTACT PERSON : Mrs. Martha Watson
Home Economics 107
University of Arizona
Tucson, Arizona 85721
(602) 626-4666

ARKANSAS

Vocational Education

TITLE : Junior Executive Training Program (JET)

PROGRAM DESCRIPTION: The curriculum of the JET class at Clinton High School is designed for students who are interested in areas of supervision, management, and small business ownership. It is a two hour block of time and is designed to demonstrate proficiency in management which will equip a person to contribute more effectively to the overall goals of any organization. The curriculum focuses on the managerial process, examining the functions of planning, organizing, staffing, and directing business. To enhance the decision-making skills of the junior executive, the student participate in the statewide program of computerized business games. Students form their own company and elect a board of directors whose responsibility is to make major decisions regarding operations of the company. The program helps to serve as a linkage in the rural areas regarding strengthening the ties with organizations in the private sector, local civic organizations, community development activities, and other schools.

CONTACT PERSON : Mrs. Tommie L. Butler, State Supervisor
Business Education
State Education Buildings 402-D
Little Rock, Arkansas 72201
(501) 371-1768

CALIFORNIA

TITLE : Development of Entrepreneurship Training Components for Vocational Education

PROGRAM DESCRIPTION: The project has developed 36 entrepreneurship instructional modules, including 35 units focused on occupations most likely to provide entrepreneurship possibilities and one core unit containing general entrepreneurship concepts applicable to any occupation. It has created awareness of the materials' availability and has encouraged their use in secondary vocational courses. Procedures included an extensive literature search, field testing to determine materials' impact, accumulation of feedback and experience for material evaluation, and development of a handbook on utilization for use in the staff development programs for State and local education agency supervisors and instructors in vocational education.

CONTACT PERSON : Ms. Carol Kaplan
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302
(415) 493-3550

COLORADO

Vocational Education

TITLE : Career Vans

PROGRAM DESCRIPTION: Colorado's career vans provide supportive vocational guidance services during a two year period to approximately 200 rural high schools throughout the State. The supplemental services, are coordinated through a contact person at each local high school. The primary target group includes all high school juniors and seniors. The student program consists of the assembly challenge, the junior-senior assembly for one period, and the mini-course, desgined to give students a scientifically based method to reach occupational decision. The career van personnel have developed in-service workshops that are available to all interested staff members. Job service and rehabilitation centers, local newspapers, etc., provided with advance publicity, can be used to reach out-of-school youth and adults in the community.

CONTACT PERSON : Dr. Jerry Pardue, Coordinator
Career Vans
1313 Sherman #218
Denver, Colorado 80203
(303) 839-3192

GEORGIA

TITLE : Mobile Delivery System
Georgia Appalachian Region Commission (ARC) Program

PROGRAM DESCRIPTION: The purpose of the program is to expand the educational services of the college through a mobile delivery system of videotaped and live workshops, short courses, and seminars. It will be capable of delivering diverse educational opportunities in a sparsely populated region. The system is transported by van to satellite learning centers in the outlying communities of the college's service area. It is coordinated with cable television and available satellite programming through the Office of Continuing Education and Community Service at the college. In addition to the van, equipment involved includes videotape record and playback units, monitors, and a video camera unit.

CONTACT PERSON : Dr. William E. Piper
Gainesville Junior College
Gainesville, Georgia 30501
(404) 536-5226, Ext. 202

HAWAII

Vocational Education

TITLE : Introduction to Vocations Program

PROGRAM DESCRIPTION: The program is designed for individuals in high school with different kinds of abilities, interests, and aptitudes to be knowledgeable about present and future career opportunities through a variety of experiences in the different clusters of occupations. It is a systematic program for the exploration of career opportunities in the vocational-technical fields. Teachers with occupational competencies and guidance expertise are the chief instructional sources. Cooperative work experiences in industry in the advanced stages of this exploration are most important. As a result of participation in the program, students should be able to apply the knowledge and skills acquired to make informed occupational choices when selecting a postsecondary vocational-technical course of study.

CONTACT PERSON : Mr. Frank Kanzaki
1270 Queen Emma Street
Honolulu, Hawaii 96813
(808) 548-6391

HAWAII

Vocational Education

TITLE : Occupational Skills Program

PROGRAM DESCRIPTION: The program of career exploration and skill development in performing simple and specific job tasks belonging to clusters of occupations is designed for special education high school students. The tasks are those performed under supervision and are routine in nature. The tasks of the specific job family are to be explored in a simulated classroom situation and may be practices on the job within industry, business, and public and private agencies. Inservice education, cooperative work experience stations, and instructional materials and equipment are important considerations for effective implementation. The occupational skills program supports the special education program to help students develop into socially adjusted and vocationally competent community members.

CONTACT PERSON : Mr. Frank Kanzaki
1270 Queen Emma Street
Honolulu, Hawaii 96813
(808) 548-6391

IDAHO

Vocational Education

TITLE : Wood River Junior High Industrial Arts Cluster Program

PROGRAM DESCRIPTION: The industrial arts program begins with a nine week orientation program for seventh grade students. This involves exploratory experiences in plastics, metals, graphic arts, and woodworking. The eighth and ninth grade programs are identified by the five clusters of graphic communications, building construction, manufacturing, materials and processes, and power/energy. The industrial arts laboratory is one of the best designed and equipped in the Northwest. An advisory committee consisting of local patrons provides program direction. The program specifically represents the transition of a traditional, material orientated curriculum to the cluster concept of instruction. Each cluster is designed to provide basic skills in the use of tools, materials, products, processes, and industrial concepts.

CONTACT PERSON : Mr. Bradley Thode
Wood River Junior High School
P.O. Box 1088
Hailey, Idaho 83333
(208) 788-3523

IOWA

Community Education

TITLE : Community Education Four-School Project

PROGRAM DESCRIPTION: The project was establishes, in part, to increase cooperation between educational institutions and community agencies in rural Hancock and Cerro Gordo countries of Iowa. The project's goal is to train local citizens for advisory board participation, to increase community support, to more effectively use school and community resources, and to offer additional youth programs. The project provides opportunities to approximately 38,000 people who participate in classes, seminars, and workshops in the areas of business, trade and industry, home and family living, health, and general interest areas. Each participating community has an advisory council which provides input into the nature of the

project. a steering committee composed of public school and college administrators periodically reviews program direction and viability.

CONTACT PERSON : Mr. Roger Holcomb, Dean
Community Services Division
North Iowa Area Community College
500 College Drive
Mason City, Iowa 50401
(515) 421-4399

KENTUCKY

Vocational Education

TITLE : Franklin-Simpson Young Farmer Program

PROGRAM DESCRIPTION: The purpose of the Franklin-Simpson Young Farmer Program is to train young people for occupations in agriculture including training for farming and agribusiness employment. The development of agricultural leadership and citizenship through the young farmer chapter is included in the training program. Agricultural production practices, farm management, farm business management, agricultural mechanics, and agricultural financing are taught as a part of the total curriculum. As a result of the program, young people have become established in farming. Some have expanded their farming operations, changed enterprises, and adopted new or different practices. Members of the chapter have contributed to local and State programs by serving on advisory committees and as officers in local, regional, and State organizations.

CONTACT PERSON : Mr. James L. Hammer
Franklin-Simpson High School
Franklin, Kentucky 42134
(502) 586-3273

KENTUCKY

Vocational Education

TITLE : Practical Nursing Program

PROGRAM DESCRIPTION: The first class of practical nursing at the Pineville School for Practical Nursing was enrolled in 1961 as a result of an identified need for practical nurses and the importance of providing work skills in an area of high unemployment. The purpose of the practical nursing program is to provide educational opportunities which enable the students to

prepare for the beginning role of practitioner in a health care delivery system. The course of study is a full-time, 12 month preparatory program which includes both classroom activities and supervised clinical practice. The program, located in the foothills of Appalachia, attempts to serve students with special needs. Educationally disadvantaged students are referred to a learning center for remedial work prior to admission.

CONTACT PERSON : Ms. Mildred G. Winkler, R.N.
543 W. Tennessee Avenue
Pineville, Kentucky 40977
(606) 337-2050

MAINE

Vocational Education

TITLE : Migratory Summer Youth Employment Program

PROGRAM DESCRIPTION: The program provided disadvantaged, migratory students the opportunity to develop self-esteem and to participate in vocational education instruction while experiencing the responsibility of being employed. The objectives students attained were as follows: 1) a job related skill from classroom and hands-on experience; 2) ethical standards to be used in the world of work; 3) self-esteem through the positive reinforcement system used by participants and staff; and 4) self-direction through competencies developed in the job context. The program was offered at three locations in the State: Presque Isle, Hulton, and Van Buren.

CONTACT PERSON : Mr. Seth Gelman II
Northern Maine Vocational Technical Institute
33 Edgemont Drive
Presque Isle, Maine 04769
(207) 769-2461

MASSACHUSETTS

Vocational Education

TITLE : The South Berkshire Educational Collaborative

PROGRAM DESCRIPTION: The South Berkshire Educational Collaborative consists of four participating school districts. It began as a response to a specific, identified need to provide a broader range of educational programs for noncollege bound students. So urgent was the need, that school committees agreed to enter

into an interdistrict arrangement, pledging local monies. The venture was daring for this rural community and unusual for any innovative programming effort in education, most of which come into being through the provision of "seed monies" by governmental grant funding. Occupational education programs were developed. These are community based in that they extend beyond the boundaries of "school walls". All collaborative programs are geared toward facilitating intellectual competence, physical and manual competence, and social and interpersonal competence.

CONTACT PERSON : Director
South Berkshire Educational Collaborative
Main Street
Stockbridge, Massachusetts 01262

MINNESOTA

Vocational Education

TITLE : Adult Farm Business Management Education Program

PROGRAM DESCRIPTION: The purpose of the farm management education component of the adult agriculture program is to help farm families achieve their farm business and family goals through improved management, organization, and efficiency of their farms. Farmers enroll in a specific farm management course which has a major objective and specific units of instruction. Courses are offered in sequence, and there is continuity among the courses. Part of the instruction is done on the farm with the individual farm family. Community benefits are reflected in increased farm sales. Farm sales for farm management enrollees in a community increased farm sales. Farm sales for farm management enrollees in a community increased ninefold for every dollar spend on management education.

CONTACT PERSON : Mr. Odell Barduson
State Department of Education
Capitol Square
St. Paul, Minnesota 55101
(612) 296-6516

NEW HAMPSHIRE

Vocational Education

TITLE : Berlin Regional Vocational Education Program Center

PROGRAM DESCRIPTION: The Berlin High School Area Vocational Center offers vocational programs in auto mechanics, building trades, child care, diversified occupations, drafting, forestry, health

occupations, machine tool, office occupations, printing, and welding. Students may also elect courses in consumer and homemaking skills. All of the courses are offered by the center to students from the "sending" schools, with the exception of office occupations and consumer and homemaking. Some students travel 40 miles one-way for vocational programs at the Berlin Area Vocational Center. Scheduling and transporation are facilitated by an "extended day" concept which minimizes scheduling conflicts in the "sending" school as well as the cost of busing students to the vocational center. Instructors receive additional compensation for teaching the extended day.

CONTACT PERSON : Dr. William dunton
Berlin Senior High School
Willard Street
Berlin, New Hampshire 03570
(603) 752-6112

NEW MEXICO

Vocational Education

TITLE : General Industrial Arts Program

PROGRAM DESCRIPTION: The program is very popular with the students because of the general industrial arts approach which covers a diversified number of areas within each course. The program has ample materials and updated equipment to provide meaningful "hands-on" activities to the students such as mass production runs in woods, welding and foundry projects in metals, electricity and electronics in the introductory general industrial arts, and a variety of design drawings in drafting. Placement is not considered a goal of the program, but occasionally students are placed in a related work experience area. A high percentage go on to pursue advanced training at the post-secondary level. The community is coordinated through an advisory committee.

CONTACT PERSON : Mr. Chuck Eastburn
Truth or Consequences Municipal Schools
P.O. Box 952
Truth or Consequences, New Mexico 87901
(505) 894-2839

NEW MEXICO

Vocational Education

TITLE : Marketing/Distributive Education
Two Year Retail Management Program

PROGRAM DESCRIPTION: The marketing/distributive education program provides an opportunity to students preparing for jobs in the field of marketing, merchandising, and management. The most innovative and unique feature of the program is the lab area which is very well equipped. Innovative curriculum of open-entry and open-exit training has been developed. Individual learning packets are constantly being updated. The program is well attended and very popular with students. The classroom has an atmosphere that creates high student morale and enthusiasm for learning. The program offers Spanish Americans as well as other ethnic groups, a unique opportunity for training in merchandising.

CONTACT PERSON : Mr. Pete Bustamente
Luna Vocational-Technical Institute
Las Vegas, New Mexico 87701
(505) 454-1484

NEW MEXICO

Vocational Education

TITLE : Office Simulation Program

PROGRAM DESCRIPTION: The office simulation program at Shiprock High School provides a simulated office in which real office procedures are followed in processing papers from their inception into the business until their proper disposition. One hundred percent of the seniors enrolled in the program are of the American Indian-Navajo tribe. The program is a two hour block, two semester course which consists of "hands-on" office experiences, speakers from various offices, and field trips to offices in the area. Placement in the program is 100 percent. The office simulation used in the course is APEX. The average employer satisfaction rating is 4.3 on a scale of 0-5. The advisory committee meets regularly and is very active in the program. The principal of Shiprock High School is very supportive of the program and the instructor.

CONTACT PERSON : Mrs. Gerry Largent
Shiprock High School
Drawer D
Shiprock, New Mexico 87420
(505) 368-5161

NEW YORK

Vocational Education

TITLE : Conservation and Heavy Equipment Operation Program

PROGRAM DESCRIPTION: The conservation and heavy equipment operation program is desgined to provide students competency based instruction for job entry positions in conservation and heavy equipment operation and maintenance. A 350 acre outdoor land laboratory is used by students to develop job entry skills in bulldozer, backhoe operations, forestry, timberstand improvement, saw milling, chain saws, surveying, and wildlife management. Teaching staff, facilities, and equipment are excellent. Students participate in summer programs such as youth conservation corps, work study, and supervised work experience programs. Seventy-five of the students acquire jobs related to their training, 10 percent enroll in postsecondary programs, and 10-15 percent enter the military.

CONTACT PERSON : Mr. Hubert C. Wightman
Allegany BOCES
RD #2
Belmont, New York 14813
(716) 268-7616

NEW YORK

Vocational Education

TITLE : Licensed Practical Nursing Adult Occupational Education Program

PROGRAM DESCRIPTION: With unemployment rates exceeding 14 percent in Clinton County, the Clinton-Essex-Warren, and Washington BOCES at Plattsburgh, New York over the past seven years, has provided rural students high quality cost effective programs in health related occupations. The licensed practical nursing (LPN) program is exemplary and designed to provide adult students testing, counseling, and competency based instruction. Follow-up and placement studies show 98 to 100 percent placement of program completers as LPN's at area hospitals, nursing homes, and other medical care settings. Students can continue their education at postsecondary facilities and the State University of New York at Plattsburgh.

CONTACT PERSON : Mr. Theodore D. Welsch
Director, Occupational Education
Clinton-Essex-Warren, and Washington BOCES
P.O. Box 455
Plattsburgh, New York 12901
(518) 561-0100

NEW YORK

Vocational Education

TITLE : Mechanical Technology Program

PROGRAM DESCRIPTION: The mechanical technology program includes design drafting, machine shop, and plastics technology. The program features eight basic interrelated modules that provide students a variety of skills for a broad range of employment areas. Scheduling is flexible allowing students to receive training in a variety of jobs in the plastic moulding industry. Students receive 10 weeks training in basic machine shop, intermediate machine shop, basic mechanical drawing, and basic plastic fabrication. The program provides a unique work study program in cooperation with industrial firms in western New York. Student placement for program completers ranges from 80-100 percent.

CONTACT PERSON : Mr. Donald N. Grasso
ERIC BOCES #2
4071 Hardt Road
Eden, New York 14057
(716) 992-3413

NORTH CAROLINA

Vocational Education

TITLE : Comprehensive Home Economics Education Program

PROGRAM DESCRIPTION: An objective of this program is to provide comprehensive home economics education programs to meet both consumer and homemaking and occupational home economics needs. Other objectives include demonstrating achievement of program articulation efforts between junior and senior high school programs and among the teaching staff and demonstrating active participation of vocational student organization members. Students are provided the opportunity to select from among a number of consumer and homemaking education courses and to pursue one of three options for developing gainful employment skills. The occupational program offerings are built on the basic consumer and homemaking program. Enrollment includes both males and females at all levels of of instruction.

CONTACT PERSON : Ms. Peggy Reaes
Vocational Education Director
Cumberland County Board of Education
P.O. Box 2357
Fayetteville, North Carolina 28302
(919) 484-0135

NORTH CAROLINA

Vocational Education

TITLE : Erwin High School Agri-Marketing Project

PROGRAM DESCRIPTION: The project modifies and expands existing vocational agriculture curriculum of Erwin High School to include agri-marketing courses and to demonstrate crop and livestock production techniques. The curriculum and demonstration techniques are available to high school students and adults. Livestock and crop demonstrations teach how to supplement incomes in minimum acreage with minimal labor in accordance with local consumer habits and needs. Coordination with the North Carolina Department of Public Instruction and other agricultural agencies and institutions ensure local cooperation and skill sharing between professionals and the family community.

CONTACT PERSON : Mr. Bill Teague, Local Director
Buncombe County Schools
Box 7557
Asheville, North Carolina 28807
(704) 255-5134

OHIO

TITLE : Ohio Mid-Eastern Regional Education Service Agency (RESA)
Ohio Appalachian Regional Commission (ARC) Program

PROGRAM DESCRIPTION: This regional Education Service Agency serves a 10-county area of primarily rural eastern Ohio. Services offered participating districts include legal services, cooperative purchasing, an intra-regional self-realization program, a gifted/talented youth program, computer services, and a supplementary placement program. This regional concept has proven its value in cost savings, centralized recordkeeping, establishment of a clearinghouse for legislative information affecting school districts, and sharing of effective educational programs. The placement program has made many opportunities available to students due to its broad base. Savings through cooperative purchasing have been as high as 40 percent while delivery has been expedited.

CONTACT PERSON : Mr. Andrew A. Qualtire, Executive Director
Ohio Mid-Eastern Regional Education Service Agency
Jefferson County Court House
Steubenville, Ohio 43952
(614) 283-3347

OHIO - In cooperation with Northern Michigan University and the University of Wisconsin

TITLE : A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools

PROGRAM DESCRIPTION: The purpose of the project was to improve opportunities, including life role preparation, for students in small schools and to help students become aware of their potential and how this can be applied in their adult years. the consortium modeled a comprehensive system of career guidance, counseling, placement, and follow-through which is highly transportable nationally. It provided a comprehensive set of in-service materials for educational personnel, tested procedures, local adaptation suggestions, and techniques for integrating guidance into rural (small) schools. The project was part of a consortium composed of Northern Michigan University and the University of Wisconsin.

CONTACT PERSON : Mr. Harry N. Drier, Jr.
The Ohio State University
The National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655

OKLAHOMA

Vocational Education

TITLE : Farm Business Management

PROGRAM DESCRIPTION: The farm business management program is an area vocational-technical school program which helps farm families achieve their farm business and family goals through improved management, organization, and efficiency of their farms. At the end of the three year programs, the farm family cooperator should have a strong record program, increased knowledge about how to use records in financial, tax, and production planning, and analysis and be able to use basic analytical tools such as enterprise budgets, partial budgeting, and the financial statements - cash flow, income, and net worth. Instruction includes monthly class sessions at the area vocational-technical school and individual on-the-farm instruction. Areas of instruction include: recordkeeping, income and estate tax management, and marketing strategies.

CONTACT PERSON : Mr. Jim Steward
State Department of Vo-Tech
1515 West Sixth Avenue
Stillwater, Oklahoma 74074
(405) 377-2000, Ext. 265

OKLAHOMA

Vocational Education

TITLE : Mobile Career Development Program

PROGRAM DESCRIPTION: The mobile career development program consists of specially designed mobile units which are moved from school to school and are normally parked on the high school campus in the community or area which is being served. Program objectives are to provide residents of selected Oklahoma counties with information on career fields, jobs, job availability, training, and educational facilities such as vocational-technical schools, colleges, etc. as well as general information on the more than 40,000 jobs available in the world of work. Career awareness is emphasized in grades seven and eight; career exploration in grades nine and ten. The last phase is emphasized in the eleventh and twelfth grades when students have an idea of what career they would like to train for after high school.

CONTACT PERSON : Mr. John Sokolosky
Supervisor of Mobile Careers
P.O. Box 530
Wilburton, Oklahoma 75778
(918) 465-3949

OKLAHOMA

Vctional Education

TITLE : Southeast Oklahoma Entrepreneurship Program

PROGRAM DESCRIPTION: The purpose of this multi-agency program is to encourage the State to establish corporations for innovative development. The primary goal of the vocational phase of the program is to introduce youth and adults to the free enterprise system and to help reduce the migration of the educated youth from southeast Oklahoma. the second goal is the development of entrepreneurship curriculum. The third goal is to increase the economic stability of rural communities by training persons enrolled in vocational education to a process of converting innovative products, processes, and technologies. The result would be the establishment of businesses in rural communities, thus, expanding employment opportunities. The vocational curriculum and entrepreneurship program incorporate the search and service mechanisms available from the Industrial Technology Research and Development Foundation.

CONTACT
PERSON : Dr. Fern Green
State Department of Vocational and Technical Education
1515 W. 6th Avenue
Stillwater, Oklahoma 74074
(405) 377-2000, Ext. 347

OREGON

Vocational Education

TITLE : Business Open Lab Program

PROGRAM
DESCRIPTION: The lab at Alsea High School offers individualized programs in recordkeeping, bookkeeping, data processing, business mathematics, and machines and typing. An open lab in a small school gives students a wider selection of class offerings. It is flexible enough to have a student in open lab while another class is going on. It is set up so that a student can take it for a day or two or for the whole year. It provides vocational competencies to all students, not just those enrolled in business. In setting up an open lab, the first step is developing a comfortable format. After that, the number of courses that can be added is endless. Alsea High School is in the process of adding courses and updating the current ones. Acquisition of a minicomputer and preparation of simulation packages for each of the courses in the open lab is planned.

CONTACT
PERSON : Mr. Ed Humble, Superintendent/Principal
Alsea High School
Alsea, Oregon 97324
(503) 487-4305

OREGON

Vocational Education

TITLE : Integrated Vocational and Career Programs, Grades 1-12

PROGRAM
DESCRIPTION: Amith is a small, rural farming district. There are two outlying feeder elementary schools and one elementary school and the high school in town. The career and vocational education program is built into the curriculum guides, established in the scheduling procedures, and is part of the Amity High School graduation requirements. Changes brought about in the district involve staff assisting youth with career related information and meeting with students on a one-to-one basis to discuss the student's personal concerns in career planning. Career education has been expanded to provide greater opportunities for all students. The program consists of the following areas: career awareness, career

exploration, vocational programs - clusters, cooperative work experience, advisory committees, special career/vocational classes, long-range plan, career guidance, inservice programs, interdisciplinary and vocational student organizations.

CONTACT PERSON : Mr. George Lanning, Principal
Amity High School
P.O. Box 138
Amity, Oregon 97101
(503) 835-2181

OREGON

Vocational Education

TITLE : Specific Vocational Programs in Metals and Mechanics

PROGRAM DESCRIPTION: Mitchell School District is rural and isolated. Historically, less than 15 percent of Mitchell students complete high school. In 1977, monies were directed toward the development of a program which would provide instruction in vocational skills to high school students and adults in the community. The general goals of both the metals and mechanics areas are to teach marketable job skills. Several students who completed the program have found jobs in mechanics and welding. No written materials have been developed in the project, but many products have been constructed to supply community needs, such as supplements to trapping, an activity in which many students engage. The Mitchell community regards the program as a most valuable contribution. Welding and mechanics are carried on throughout the term.

CONTACT PERSON : Superintendent/Principal
Mitchell High School
P.O. Box 247
Mitchell, Oregon 97750
(503) 462-3311

OREGON

Vocational Education

TITLE : Vocational and Career Exploration Program

PROGRAM DESCRIPTION: Lost River High School is located in a basically farming/ranching community. Lost River has had a good vocational program which is becoming stronger as new programs are developed. In 1973, a very significant effort was made

to develop a career oriented program to reach the entire student body. All tenth graders explore the world of work through a one semester career guidance class. The course is designed to provide hands-on experiences to help channel students' interest and evaluate their aptitudes for future coursework in one particular area. The course also serves as an introduction to the school's regular vocational courses and cluster programs. A community resource program releases vocational teachers to spend a few days doing actual work in their disciplines with local employers. The instructors gain on-the-job training which can be transmitted to the students.

CONTACT PERSON : Principal
Lost River High School
Star Route
Merrille, Oregon 97633
(503) 798-5666

PENNSYLVANIA

Vocational Education

TITLE : Agricultural Resources

PROGRAM DESCRIPTION: The purpose of this project was to explore, develop, and establish a comprehensive vocational education program in agriculture and natural resources, thereby making available agriculture related occupations in forestry, land use planning, fish and wildlife management, recreation and water resource management to interested students. It also called for the establishment of a cooperative satellite program at a Department of Environmental Resources facility. A comprehensive curriculum has been developed and course competency standards established. The materials and experiences resulting from this project will be useful to secondary and postsecondary administrators interested in expanding agriculture and natural resources programs in rural areas.

CONTACT PERSON : Mr. Daniel Clark
Altoona AVTS
Altoona, Pennsylvania 16603
(814) 943-5231

PENNSYLVANIA

Vocational Education

TITLE : Coordinated Cooperative Education

PROGRAM DESCRIPTION: The purpose of this project was to design and implement a coordinated cooperative educational program. The program helped to reduce or eliminate overlapping of coordination of student visitations and placements in addition to improving communications and understanding between local school agencies and staffs with business and industry. A cooperative education management system was designed to coordinate the efforts of all existing work-release programs in the county. A coordinated cooperative educational program for the 12-school districts in one county was implemented. A third party evaluation was completed. The resulting reports, forms, and guidelines would be especially useful to supervisors and coordinators of cooperative education in sparsely populated areas.

CONTACT PERSON : Mr. Curtis Frantz
Schuylkill County AVTS
Pottsville, Pennsylvania 17091
(717) 622-3350

PENNSYLVANIA

Vocational Education

TITLE : Coordinated Cooperative Education Program

PROGRAM DESCRIPTION: The purpose of the program was to plan, design, and implement a coordinated co-op program based on the county concept. The program provided vocational opportunities to students in all five participating school districts. Coordinators have been assigned geographic areas for student placement and deal with all areas of vocational education. A central office for cooperative education was established for the collection of data, recordkeeping, and for direct supervision of the cooperative education program. Results of this program may be useful to administrators, cooperative education program directors, and planning units desiring to provide a variety of vocational offerings to students living in sparsely populated areas.

CONTACT PERSON : Mr. Charles Eisentrout
Clerfield County AVTS
Clearfield, Pennsylvania 16830
(814) 765-5308

PENNSYLVANIA

Vocational Education

TITLE : Forestry

PROGRAM
DESCRIPTION: The timber harvesting class includes the felling, skidding, and transport of timber from woods to the point of manufacture. Most of the timber is obtained under contract with the Muncy Correctional Institution. Saw milling gives students experience in log sawing, eding, trimming, stacking, grading, and inventorying lumber. Students work in a fully operational 2,500 square foot sawmill located on the earth science campus. The mill was constructed by college staff and students of carpentry, building construction technology, and electrical construction courses. The sawmill and timber harvesting classes were added as a direct result of recommendations of the Forest Technology Advisory Committee. The group described the age old sawmill industry as hard hit by automation. Employers of courses graduates play a key role in the program's evaluation and continually vouch for its success.

CONTACT
PERSON : Mr. Al Hauser
Williamsport Area Community College
1005 West Third Street
Williamsport, Pennsylvania 17701
(717) 326-3761

PENNSYLVANIA

Vocational Education

TITLE : Petroleum Production

PROGRAM
DESCRIPTION: The petroleum production course offered at the Bradford Area High School is one of the most popular ever offered to the school. A building on the site, constructed by students themselves, contributes to the live, industrial setting of oil marketing. The gas which is a by-product of the produced oil is used to heat the building and its water supply. Officials report that the building will be energy self-sufficient within the year with the exception of electricity. Students learn to pump, service, and weld. Other skills include pipe fitting, drilling, and toll dressing. During the summer, the program is operated under CETA for adult training. Sixty-eight percent of course

graduates are employed in related local industries. The program has received favorable State and national press coverage.

CONTACT PERSON : Mr. Myron Crumrine
Bradford Area Senior High School
81 Interstate Parkway
Bradford, Pennsylvania 16701

PUERTO RICO

Vocational Education

TITLE : In-Plant Training Program

PROGRAM DESCRIPTION: The purpose of the program is to offer youth, interested in occupational vocational courses, the opportunity to receive in-plant training in occupations within the economic sectors of manufacturing, agriculture, and services. Teachers identify the students who can best be served by the program. An agreement is reached with the employer, the coordinator, and the students concerning what sort of tasks and activities will best complete, to an optimum degree, the specialization of the student. Students in the program are involved and receive the benefit of a series of learning and labor experiences in real working environments. These experiences include conferences, orientations, visits to industries, and interviews with participants to determine their needs.

CONTACT PERSON : Mr. Jose S. Montanez
Project Director
P.O. Box 759
Hato Rey, Puerto Rico 00919
(809) 754-1270

SOUTH CAROLINA

Vocational Education

TITLE : Manpower Coordinators' Program

PROGRAM DESCRIPTION: The South Carolina Department of Education, Office of Vocational Education, coordinates an educational linkage program in which manpower training coordinators are place in 10 selected vocational centers of the State. The program is designed to establish linkage and coordination between vocational education and business/industry, employment security, vocational habilitation, CETA, technical education, and approporiate educational institutions. The major objectives of the program are to facilitate the school-to-

work transition among youth, improve vocational center articulation with the local technical education colleges and other appropriate post-secondary institutions, and to develop an effective communication network. Each program operates from a yearly plan of objectives with specific activities geared toward community contacts, referrals, pre-employment information, placement, and follow-up.

CONTACT PERSON : Mr. E. Jimmy Smith
Office of Vocational Education
903 Rutledge Building
Columbia, South Carolina 29201
(803) 758-5375

SOUTH DAKOTA

Vocational Education

TITLE : An Industry Based Truck and Diesel Program

PROGRAM DESCRIPTION: The major emphasis of the program is its linking industry and the Western Dakota Vocational-Technical Institute via an internship. The program utilizes graduates from a one year auto mechanics program or individuals with adequate work experience. The first quarter of instruction is at the vocational training center. Textbooks and audiovisual and training aids are utilized. The second and third quarters are spent on internship. Twenty-two community shops are utilized on a two week student rotation. The program was organized and has been supported by diesel industry in Rapid City. The industry has donated audiovisual material and training aids and has provided cash contributions.

CONTACT PERSON : Mr. Bill Verbeck, Assistant Director
Western Dakota Vocational-Technical Institute
Box 8067
Rapid City, South Dakota 57701
(605) 394-4034

UTAH

Vocational Education

TITLE : Integrated Shop Program

PROGRAM DESCRIPTION: The content of the integrated shop program is drawn from the areas of industrial arts, trade and industrial education, and agricultural mechanics. The objectives include providing more adequate curricular offerings in vocational-industrial

education by selecting a few small high schools in Utah, which meet the necessary criteria, to conduct pilot programs in vocational-industrial education for small high schools and providing leadership for the program through the Vocational Division of the Office of the State Superintendent of Public Instruction. The objectives also include assisting the selected schools to prepare the physical facilities in the manner needed to conduct the pilot programs successfully.

CONTACT PERSON : Mr. Joe Luke
Utah Office of Vocational Education
250 East Fifth South
Salt Lake City, Utah 84111
(801) 533-5371

WEST VIRGINIA

Vocational Education

TITLE : Hands-On Career Awareness and Vocational Awareness

PROGRAM DESCRIPTION: The Jackson County Youth Employment Training Program Career Awareness and Vocational Exploration Program is designed to help the student gain a greater understanding of the world of work by providing a variety of occupational experiences while exploring the six areas of the group guidance - pre-vocational curriculum (drafting, electricity, carpentry, mechanics, welding, and electronics) at the Arch A. Moore, Jr. Vocational Technical and Adult Education Center. The trainee receives vocational guidance and experiences a wide range of career awareness activities to assist in the choice of vocational training that will lead to a well-adjusted career. These classes are held on Saturday. Two units of high school credit are awarded to those individuals successfully completing the program.

CONTACT PERSON : Mr. Dean Fisher
Arch A. Moore, Jr. Vocational, Technical and Adult Education Center
Route 1
Liverpool, West Virginia 25257
(304) 372-9164

WEST VIRGINIA

Vocational Education

TITLE : Practical Nursing Program

PROGRAM DESCRIPTION: The practical nursing program at Upshur County Vocational School of Practical Nursing is one year in length and has enrolled students from Upshur as well as three surrounding counties. Financial assistance is provided via CETA

individual referrals, and the program has met the requirements for Veterans Administration benefits and the Basic Educational Opportunity Grant (BEOG) program. An effort has been made to enroll nontraditional students as evidenced by the acceptance of male applicants who applied for admission. Subject matter and supervised clinical experiences are designed to prepare individuals to give direct nursing care under the supervision of a professional nurse, physician, or dentist. Students have performed well on norm-referenced examinations. There is much involvement with the health care agencies in the community.

CONTACT PERSON : Mrs. Kandy Ling, Coordinator
Upshur County Vocational School of Practical Nursing
103 Smithfield Street
Buckhannon, West Virginia 26201
(304) 472-5480

WISCONSIN

Vocational Education

TITLE : Agridevelopment Program

PROGRAM DESCRIPTION: Agridevelopment is an educational program for rural, disadvantaged students consisting of organized classroom instruction coupled with intensive on-farm instruction. It also includes technical assistance in assembling available resources in the application of sound farm management practices to the farm business. Basic curriculum is determined by student needs and advisory committee recommendation. The objectives of the vocational agridevelopment program include providing persons engaged in a farming business with competencies necessary for entry, continuation, and advancement in other agricultural education programs. The program addresses poverty, special/or unique needs, social maladjustment, and educational deprivation of people attempting to farm.

CONTACT PERSON : Mr. Cletus Fontaine
WBVTAE
4802 Sheboygan Avenue, 7th Floor
Hill Farms State Office Building
Madison, Wisconsin 53702
(608) 266-2351

WISCONSIN

Vocational Education

TITLE : Emergency Medical Services Education Program

PROGRAM DESCRIPTION: The objective of the emergency medical services education program is to develop an educational system whereby training, sufficient to meet the emergency medical care needs of all areas of Wisconsin, is available and readily accessible to medical health care providers. Since in many areas of the State residents are so widely dispersed, a system of mobile training has evolved in which the instruction is literally brought to the students. Once groups of people in need of emergency medical training are identified, a facility within the immediate area is obtained. The instructor brings all necessary instructional materials and equipment to the location in a specially equipped van. In many areas of the State where population density is extremely low, it is possible to have several instructors providing courses at several different locations while utilizing the same equipment.

CONTACT PERSON : Mr. Steven J. Teale
WBVTAE
4802 Sheboygan Avenue, 7th Floor
Hill Farms State Office Building
Madison, Wisconsin 53702
(608) 266-0995

WISCONSIN

Vocational Education

TITLE : Financial Services Assistant Program

PROGRAM DESCRIPTION: The financial services assistant program prepares students to work for banks and other financial institutions. The basics of accounting, data processing, finance and calculation of credit procedures, money handling, and bank accounting plus the monetary system of the United States are taught in the program. The objectives of the program are to prepare students for employment at an entry-level position in financial institutions such as commercial banks, savings and loan associations, credit unions, investment enterprises, trust companies, insurance companies, and retail and

wholesale credit departments. The program does address rural population needs. Students are obtaining jobs in rural banks.

CONTACT PERSON : Mr. Walter A. Chojnowski
WBVTAE
4802 Sheboygan Avenue, 7th Floor
Hill Farms State Office Building
Madison, Wisconsin 53702
(608) 226-1287

WISCONSIN

Vocational Education

TITLE : Fire Education and Training Program

PROGRAM DESCRIPTION: This program of fire prevention, suppression, and public safety education and training includes instruction i the classroom, fire station, and in the field. The instruction ranges from the recruit to the command level of operations. The training and education courses are conducted by certified service instructors. The objective of the program is to provide fire education and training opportunities throughout the State and establish minimum standards of education and training in the interest of public safety and welfare for all types if fire training service especially the rural volunteer firefighter. The program, recognizing the special needs of the rural communities and townships, is providing the courses and programs necessary to develop the required competencies.

CONTACT PERSON : Mr. Paul F. Pribyl
WBVTAE
4802 Sheboygan Avenue, 7th Floor
Hill Farms State Office Building
Madison, Wisconsin 53702
(608) 266-7994

WISCONSIN

Vocational Education

TITLE : Food Service Supervisor/Dietetic Assistant Course

PROGRAM DESCRIPTION: The objectives of the food service supervisor/dietetic assistant course are to improve food services in the health care facilities in Wisconsin, to extend educational opportunities by making dietetic assistant/food service supervisor training available in all areas of the State

including those which are rural and sparsely populated, and to provide a course containing both classroom and clinical experience which prepares selected students as competent supervisors. The Nutrition Section and Division of Health suggested that a plan be devised to serve remote and rural areas and train food service supervisors to work in nursing homes and hospitals located in rural areas. The plan has enabled the districts to make this education more accessible. The rural, sparsely populated districts have been able to supply their nursing homes, hospitals, and health care facilities with qualified personnel.

CONTACT PERSON : Miss Helen Scheve
WBVTAE
4802 Sheboygan Avenue, 7th Floor
Hill Farms State Office Building
Madison, Wisconsin 53702
(608) 266-1700

WISCONSIN - In cooperation with Northern Michigan University and the Ohio State University

TITLE : A Comprehensive Career Guidance, Counseling, Placement, and Follow-Through System for Rural (Small) Schools

PROGRAM DESCRIPTION: The purpose of the project was to design and develop a rural (small) school comprehensive system to make maximum use of existing community, human, and material resources in assisting each student in career development.. The project took into account the uniqueness of rural schools, both in terms of the advantages and disadvantages of the small community. It built on the many positive elements that are attributed to the rural setting attempting to overcome the natural constraints of location, employment potential, citizenry composition, and available resources. The project was part of a consortium composed of the Center for Vocational Education of the Ohio State University and Northern Michigan University.

CONTACT PERSON : Dr. Merle Strong
Center for Studies in Vocational
and Technical Education
University of Wisconsin
Madison, Wisconsin 53706
(608) 263-2714

APPENDIX II

EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC Clearinghouse on Rural Education
and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003

CONTACT
PERSON : Dr. Everett Edington
(505) 646-2623

The ERIC (Educational Resources Information Center)/CRESS (Clearinghouse on Rural Education and Small Schools) acquires, abstracts, and disseminates current reports and program descriptions on rural education and small schools inexpensively to a wide variety of audiences. Available documents relate to American Indian education, Mexican American education, migrant education, rural education, and small schools. CRESS is equipped to conduct computer searches through the entire ERIC files. The materials selected are located in 700 ERIC collections around the world.

Directory of People and Organizations
in Rural Education
(Available from ERIC Clearinghouse on Rural
Education and Small Schools -- address and
contact person listed above)

The directory lists agencies and individuals involved in work in rural education. Listings include: national organizations, rural/small school centers, State associations, Organizations Concerned about Rural Education (OCRE), regional labs with major emphasis on rural education, membership of Special Interest Group on Rural Education (AERA), and journals related to rural and small schools. Descriptions of the organizations and centers are provided and include the names, addresses, and phone numbers of contact persons. The directory is available free of charge.

Rural Education Association
Office for Rural Education
Department of Education
Colorado State University
Fort Collins, Colorado 80523

CONTACT
PERSON : Mr. Joe Newlin
(303) 491-7022

As a national advocate for rural education, the Rural Education Association's objectives include: promoting State and regional delivery systems which bring about effective education for children in rural areas; encouraging colleges and universities to develop materials specifically for rural schools and to train school personnel to work more effectively in small schools; providing leadership for rural education; and providing a forum for those involved in rural education to exchange ideas.

AASA/Small Schools Program
1801 North Moore Street
Arlington, Virginia 22209

CONTACT
PERSON : Dr. Walt Turner
(703) 528-0700

The Small Schools Programs of the American Association of School Administrators (AASA) represents 8500 small school superintendents across the nation. The Small Schools Program coordinates activities and efforts that are of importance to them. Ten newsletters are published per year and are obtained through AASA membership. Each includes a special theme, a profile of a local district, and an update of Federal legislative activities. At its annual convention, the AASA sponsors a special program for small schools.

APPENDIX III

WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION

POSITION PAPER

Position Paper

VOCATIONAL EDUCATION

Prepared by

WSSDA Educational Program Committee
September, 1981

Background. Since the passage of the first vocational rehabilitation act by the state legislature in 1925, the WSSDA has made vocational education programs one of its priorities in public education. Though the first act was vetoed by the governor in 1926, the WSSDA's basic support of adequate vocational education funding has remained unchanged. The WSSDA supported adoption of RCW 28C.04 in 1975 and continues to support vocational education legislation that will improve the local school district and the state's ability to provide for vocational education needs.

Governance. The history of vocational education in Washington has been marked by internecine strife whose object has been governance and control of public vocational education programs and funds. The WSSDA opposed repeated efforts to transfer vocational technical institutes (VTIs) from local school districts to the community colleges. It has seen a variety of agencies and boards designated to govern vocational education including the State Board of Education (SBE) and the present Commission for Vocational Education (CVE). Whether these changes in the form of governance represent positive developments is a debatable issue. There can be no doubt that some measure of coordination of program efforts is desirable. Similarly, a demand for accountability is appropriate as the limited resources available must yield the maximum in quality and efficiency while attempting to serve the greatest number of students possible. However, school directors want answers to the questions: (1) accountability to whom? (2) for what purpose? and (3) under what rationale?

The WSSDA has consistently favored a minimum amount of regulation and only that which is necessary. This is seen as providing local school districts with the flexibility to implement vocational education programs suitable to local school district needs. Further, the regulatory nature of state-level governance mechanisms should be minimized in favor of technical assistance and service to local school districts in their attempts to plan and program adequate vocational educational offerings. To insure ample consideration of these priorities, the WSSDA must continue to articulate its concerns and monitor the workings of the CVE, the State Advisory Committee of Vocational Education (SACVE) and the Vocational Education Division of the Washington State Community College System (CC) and the Vocational Education Division of the State Superintendent of Public Instruction (SPI). In addition, increased numbers of school directors need to become knowledgeable about the State Vocational Education Plan(s) as well as local district vocational education efforts.

Multi-faceted Delivery System. A K-12 education is the sum of formal education for the majority of Washington's students. The SPI estimates that roughly 80 percent of public high school students do not go on to a four-year college or university. Further, only about 18 percent of all jobs available actually require a higher education degree according to Department of Employment Security and U.S. census figures. In this light, the necessity for relevant and quality curricular offerings in vocational education is readily seen.

It becomes apparent that the resources of the public sector are insufficient to meet the total demand for vocational education. The result has been the development of a multi-faceted delivery system. The public sector provides for vocational education through K-12 programs including skill centers, the community college system, vocational-technical institutes, the armed forces and miscellaneous state manpower training programs. The private sector is even more diverse in providing for vocational education through proprietary schools, labor-management apprenticeships, individual corporate training programs and even educational clinics.

This multi-faceted delivery system is so diverse as to defy any effort to implement a single governance mechanism. Nevertheless, much can be accomplished in seeking improved communication and coordination between various components in the public and private sector. In the final analysis, there is not presently enough vocational education to meet the needs of society. While there may be some duplication of program and effort, the demand for vocational education services generally outstrips the supply even where programs and efforts are duplicated. The issue in vocational education should be seen as one of increasing the range of programs and of facilitating access to those programs for students.

Identification of Mission. As public schools do not operate in a vacuum in providing vocational education, an increased measure of quality, relevance and economy can result from identifying the areas of vocational education which are most suitable for K-12 school program involvement. Concentration and priority given to these areas may result in stronger programs better suited to achieving school district goals.

Vocational education in public schools can be divided into four basic areas.

1) BASIC SKILLS: Competence in reading, writing, oral communication, and mathematics. The core of the K-12 education, these fundamental skills are essential to all students, whether college-bound or job-oriented.

2) PRE-VOCATIONAL EDUCATION: Programs which familiarize students with activities relating to a cluster of occupations. Woodshop and metalshop are common examples. Some of these programs are truly pre-vocational, while others are craft and hobby oriented.

3) CAREER EDUCATION: The teaching, counseling, exploring, and explaining about present, as well as future, career alternatives (either as a separate program or by including reference to the practical applications of the curriculum as an integral part of all programs).

4) VOCATIONAL EDUCATION: Programs which provide specific job-centered and job-related skills to individual students.

Except for basic education, none of these areas is unique to the school environment. However, society has placed primary responsibility for pre-vocational and career education on public schools as part of the schools' general educational mission. In addition, career education is usually seen as an integral part of the K-12 curriculum and the school's counseling program. Actual job-specific vocational education is a widely shared function within both the private and public sectors. The fact that there are not enough vocational educational services available justifies school operation in this area as does the fact that some school programs are particularly appropriate for providing job-specific vocational education.

Public School Role. Public schools have an ongoing commitment to providing all students with the necessary fundamental skills they need in order to function effectively in society. These skills comprise much of what is both basic and pre-vocational education. Remediation, special education, and basic skills courses with a vocational emphasis are a few of the ways local school districts adapt the basic education curriculum to individual student needs.

In providing career education, local school districts should plan experiences from elementary level onward in order to acquaint students with the range of career choices. Programs of testing aptitudes and skill levels are utilized. Most school districts have counseling programs at intermediate and secondary levels to facilitate student career choices. These occupation awareness programs are vital elements seeking to have every student either ready for work or for further training. However, all too often vocational education programs are seen as inferior to academic programs when, in fact, the vocational emphasis must be viewed as part of the total educational process.

The five VTIs provide job-specific training for those beyond high school; the twenty-seven community colleges offer degree programs which include both job-specific training and general education requirements. In addition to vocational programs in the high schools, local districts can also provide vocational training through work-study programs, skills centers, co-operative inter-district activities, cross-over registration between high schools, and pre-apprenticeship agreements.

The local school district can also play an important role by seeking better ways to train vocational education staff. This is also applicable to preparation programs for the counseling staff. The local school board can develop staff policy that will provide the direction to assure that the vocational staff and counselors remain in contact with the job market for which they are preparing students. For example, joint apprenticeship training committees (JATCs) govern the access of a student to labor-management apprenticeship programs. If the school's curriculum does not meet JATC expectations, then the school cannot expect to place students in these programs. Therefore, counselors need to be trained to give as much attention to the requirements of JATCs for apprenticeships as they traditionally give to the requirements for college entrance.

Finally, citizens advisory commitees are the heart of a local vocational education program. A broadly based general advisory committee appointed by the local board can provide for commitment and participation of different segments of the local district population. Meanwhile, advisory committees in individual occupational areas can advise the school whether or not there is a need for training as well as function as the curriculum and instruction department for the vocational education program.

Funding. Full-funding of the federal commitment to vocational education under PL 94-482 is essential to maintaining programs of sufficient quality and diversity to meet the needs of students preparing to enter the job market. Likewise, the state legislature must continue funding vocational education at realistic levels. Recognizing that the majority of high school students do not go on to enter colleges and universities and that 43 percent of Washington's adult population does not have a high school diploma, one of the key functions of the K-12 common schools should be to provide students with the skills necessary to make a living. Reduced allocations for public school vocational education seriously imperil this aim. Therefore, to seek increased levels of funding, rather than merely maintaining present levels, should be one of the primary program priorities of each local school district. School districts need to seek increased involvement and funding from business, industry and others in the private sector.

Conclusion. The key to successful vocational education programs is what happens at the local level. Adequate state and federal funding is necessary. In addition, a high level of technical assistance from the state is desirable. An increased measure of coordination and cooperation at the state level is appropriate. However, if vocational education programs in common schools are to be successful in meeting the future needs for society's work force, then program flexibility must be accorded the local school district along with sufficient resources to accomplish the task. Vocational education efforts should properly be training programs geared to the present and future job-market needs as identified by citizens advisory committees.

It is essential that existing vocational education efforts be maintained and preserved. The public sector, including K-12 schools, must generate more vocational education to meet the demand. School directors need to take an active role in examining local vocational education efforts to see that they are meeting the needs of students. School directors ought to become advocates for the continuing value and relevance of vocational education. Their leadership in the local community can make school patrons aware of successful vocational education programs and can result in these programs having at least the same priority as any other vital curriculum area.

APPENDIX IV

SECONDARY VOCATIONAL ENROLLMENTS

1980-81 Actual Vocational Enrollment

County	Total Voc Enroll	Total 9-12 Enroll	Percent (1) of (2)
Adams	215.6	909.9	23.3
Small School	65.4	299.3	21.8
Other	150.2	607.6	24.7
Asotin	205.5	969.5	21.2
Small School	32.9	125.6	26.2
Other	172.6	843.9	20.5
Benton	894.9	7,087.3	12.6
Small School	47.0	270.1	17.4
Other	847.9	6,817.2	12.4
Chelan	507.7	2,819.2	18.0
Small School	104.3	809.9	12.8
Other	403.5	2,009.3	20.0
Clallam	430.7	2,851.2	15.1
Small School	48.6	307.7	15.8
Other	382.1	2,543.5	15.0
Clark	1,805.8	11,987.4	15.1
Small School	12.9	183.4	7.1
Other	1,792.9	11,804.0	15.2
Columbia	46.5	252.1	18.5
Small School	46.5	252.1	18.5
Other	0	0	0
Cowlitz	703.1	4,885.7	14.4
Small School	26.9	401.4	6.7
Other	676.2	4,484.3	15.1
Douglas	209.7	1,327.9	15.8
Small School	25.8	204.4	12.6
Other	183.9	1,123.5	16.4
Ferry	74.9	341.3	21.9
Small School	74.9	341.3	21.9
Other	0	0	0
Franklin	310.5	1,862.2	16.7
Small School	11.2	30.9	36.3
Other	299.3	1,831.3	16.3
Garfield	36.2	156.6	23.1
Small School	36.2	156.6	23.1
Other	0	0	

Vocational Enrollment

County	Total Voc Enroll	Total 9-12 Enroll	Percent (1) of (2)
Grant	527.5	3,373.6	15.6
Small School	114.1	645.7	17.7
Other	413.4	2,727.9	15.1
Grays Harbor	543.9	4,040.3	13.5
Small School	109.3	761.1	14.4
Other	434.6	3,279.2	13.3
Island	346.7	2,219.0	15.6
Small School	39.1	221.6	17.6
Other	307.6	1,997.4	15.4
Jefferson	141.5	843.7	16.8
Small School	62.1	401.4	15.5
Other	79.4	442.3	18.0
King	7,861.6	66,414.6	11.8
Small School	0	16.3	0
Other	7,861.6	66,398.3	11.8
Kitsap	1,190.1	8,686.4	13.7
Small School	0	0	0
Other	1,190.1	8,686.4	13.7
Kittitas	190.8	1,385.0	13.8
Small School	38.0	236.0	16.1
Other	152.8	1,149.0	13.2
Klictitat	176.2	1,050.8	16.8
Small School	34.0	282.5	12.0
Other	142.2	768.3	18.5
Lewis	493.9	3,570.0	13.8
Small School	193.8	1,147.1	16.9
Other	300.1	2,422.9	12.3
Lincoln	172.8	768.2	22.5
Small School	172.8	768.2	22.5
Other	0	0	0
Mason	181.9	1,726.9	10.5
Small School	21.9	57.2	38.3
Other	160.0	1,669.7	9.6
Okanogan	361.9	1,794.4	20.2
Small School	147.0	703.7	20.9
Other	214.9	1,090.7	19.7

Vocational Enrollment

County	Total Voc Enroll	Total 9-12 Enroll	Percent (1) of (2)
Pacific	153.4	1,006.4	15.2
Small School	105.4	704.4	20.9
Other	48.0	302.0	16.0
Pend Oreille	166.6	678.7	24.5
Small School	61.2	310.0	19.7
Other	105.4	368.7	28.5
Pierce	3,402.8	27,658.5	12.3
Small School	60.6	253.9	23.9
Other	3,342.2	27,404.6	12.2
San Juan	4.2	350.6	1.2
Small School	4.2	236.8	1.7
Other	0	113.8	0
Skagit	569.6	3,768.3	15.1
Small School	56.6	298.4	19.0
Other	503.0	3,469.9	14.4
Skamania	33.7	372.8	9.0
Small School	0	0	0
Other	33.7	372.8	9.0
Snohomish	2,966.1	19,175.2	15.4
Small School	81.2	496.7	16.3
Other	2,884.9	18,678.5	15.4
Spokane	2,352.9	19,252.6	12.2
Small School	71.7	383.7	18.6
Other	2,281.2	18,868.9	12.1
Stevens	229.5	1,658.9	13.8
Small School	98.5	662.0	14.9
Other	131.0	996.9	13.1
Thurston	1,151.6	7,937.6	14.5
Small School	47.6	150.3	31.7
Other	1,104.0	7,787.3	14.1
Wahkiakum	39.2	189.2	20.7
Small School	39.2	189.2	20.7
Other	0	0	0
Walla Walla	323.6	2,261.8	14.3
Small School	38.0	177.3	21.4
Other	285.6	2,084.5	13.7

Vocational Enrollment

County	Total Voc Enroll	Total 9-12 Enroll	Percent (1) of (2)
Whatcom	526.2	5,292.6	9.9
Small School	0	0	0
Other	526.2	5,292.6	9.9
Whitman	240.5	1,666.0	14.4
Small School	117.6	656.2	17.9
Other	122.9	1,009.8	12.1
Yakima	1,999.0	10,597.1	18.9
Small School	241.5	1,162.5	20.8
Other	1,757.5	9,434.5	18.31
Statewide Summary	31,779.9	233,189.2	13.6
Small School	2,477.0	14,013.0	17.7
Other	29,302.9	219,176.2	13.4

% small school enrollment is of total vocational enrollment - 7.79

% small school enrollment is of total 9-12 enrollment - 6.0

APPENDIX V

SECONDARY VOCATIONAL COURSE OFFERINGS - 1978-79

Survey of 1978-79 Vocational Course Offerings

District Configuration

56 Non-high school districts (non-applicable)
110 Small high school districts
144 Other high school districts
254 High school districts

District Surveyed

92 Small high school districts (84%)
141 Other High school districts (98%)
233 High school districts (92%)

Course Offering	Type of High School District	Number of Districts Participating	% Participating
Agriculture Education	Small	53	48
	Other	104	72
	Total	157	62
Distributive Education	Small	0	0
	Other	63	44
	Total	63	25
Business and Office Education	Small	73	66
	Other	139	97
	Total	212	83
Health Occupations	Small	1	1
	Other	32	22
	Total	33	13
Home & Family Life (Useful)	Small	90	82
	Other	139	97
	Total	229	90
Home & Family Life (Gainful)	Small	4	4
	Other	26	18
	Total	30	12
Trade & Industry	Small	6	5
	Other	78	54
	Total	84	33
Diversified Occupations	Small	14	13
	Other	57	40
	Total	71	28
Industrial Arts	Small	2	2
	Other	56	39
	Total	58	24

Course Offering	Type of High School District	Number of Districts Participating	% Participating
Community Resource Training	Small	4	4
	Other	1	1
	Total	5	2

V325K7.00

APPENDIX VI

SECONDARY SCHOOL VOCATIONAL FUNDS GENERATION - 1981-82

AN ANALYSIS OF THE REVENUE GENERATED FROM 1981-82 VOCATIONAL BASIC EDUCATION ENROLLMENT AND ITS IMPACT ON BASIC LEVY CAPACITY.

14:39 JUN 25,'82

COUNTY--- NO.--- ---SCHOOL DISTRICT---	ESTIMATED 1981-82 VOC FTE	VOC STAFF UNITS	CLASS STAFF UNITS	NERC	TOTAL BASIC VOC ENTITLEMENT	10% OF TOTAL
01 122 BENGE						
03 050 PATERSON						
04 069 STEHEKIN						
06 098 HOCKINSON						
06 103 GREEN MOUNTAIN						
07 035 STARBUCK						
08 118 CARROLLS						
08 130 TOUTLE LAKE						
09 013 ORONDO						
09 102 PALISADES						
09 209 WATERVILLE						
10 003 KELLER						
10 060 HAZELMERE						
10 065 ORIENT						
11 054 STAR						
13 073 WAHLUKE						
14 065 MC CLEARY						
14 077 TAHOLAH						
14 099 COSMOPOLIS						
14 104 SATSOP						
14 020 CLEARWATER						
14 046 BRINNON						
17 195 LESTER						
17 404 SKYKOMISH						
17 007 DAMMAN						
17 400 THORP						
20 203 BICKLETON						
20 215 CENTERVILLE						
20 403 ROOSEVELT						
21 018 VADER						
21 036 EVALINE						
21 234 BOISTFORT						
22 017 ALMIRA						
23 042 SOUTHSIDE						
23 054 GRAPEVIEW						
23 402 PIONEER						
23 404 HOOD CANAL						
24 014 NESPELEM						
27 343 DIERINGER						
27 406 CARBONADO						
28 010 SHAW						
29 317 CONWAY						
30 002 SKAMANIA						
30 029 MOUNT PLEASANT						
30 031 MILL A						
31 063 INDEX						
32 123 ORCHARD PRAIRIE						

59

14:39 JUN 25,'82

AN ANALYSIS OF THE REVENUE GENERATED FROM 1981-82 VOCATIONAL BASIC EDUCATION ENROLLMENT AND ITS IMPACT ON BASIC LEVY CAPACITY.

COUNTY---NO.---SCHOOL DISTRICT---	ESTIMATED 1981-82 VOC FTE	VOC STAFF UNITS	CLASS STAFF UNITS	MERC	TOTAL BASIC VOC ENTITLEMENT	10% OF TOTAL
32 312 GREAT NORTHERN						
32 325 NINE MILE FALLS						
33 030 ONION CREEK						
33 049 WELLPINIT						
33 070 VALLEY						
33 183 LOON LAKE						
33 202 SUMMIT VALLEY						
33 205 EVERGREEN						
34 329 GRIFFIN						
36 101 DIXIE						
36 250 COLLEGE PLACE						
36 402 PRESCOTT						
36 126 LACROSSE JOINT						
38 264 LAMONT						
38 304 STEPTOE						
39 002 UNION GAP						
39 120 MABTON						
26 144 LOPEZ	.68	.03	.01	297.60	1,307.41	130.74
19 026 EASTON	1.14	.06	.01	498.40	2,123.02	212.30
25 200 NORTH RIVER	2.77	.15	.04	1,211.20	5,096.20	509.62
20 400 TROUT LAKE	2.68	.15	.04	1,259.20	5,384.11	538.41
22 073 CRESTON	3.18	.17	.05	1,390.40	6,369.62	638.96
04 127 ENTIAT	3.72	.20	.06	1,626.40	7,656.77	765.67
20 401 GLENWOOD	3.84	.20	.06	1,678.40	7,682.30	768.23
20 094 MISHRAM	4.10	.22	.06	1,792.00	8,289.45	828.94
20 402 KLICKITAT	4.37	.23	.07	1,910.40	8,327.82	832.78
36 302 GARFIELD	4.36	.23	.07	1,914.40	8,981.40	898.14
22 006 SPRAGUE	5.38	.29	.08	2,352.00	11,357.72	1,135.77
09 207 MANSFIELD	6.13	.33	.10	2,680.00	11,497.21	1,149.72
36 322 ST JOHN	6.33	.34	.10	2,767.20	12,930.58	1,293.05
28 137 ORCAS	7.17	.39	.11	3,134.40	14,374.00	1,437.40
36 308 ENDICOTT	8.03	.43	.13	3,510.40	16,347.20	1,634.72
13 147 WILSON CREEK	8.13	.44	.13	3,554.40	15,760.56	1,576.05
11 056 KAMLOTUS	8.79	.48	.14	3,842.40	16,552.86	1,655.28
33 211 NORTHPORT	9.03	.49	.15	3,947.20	16,091.84	1,609.18
37 503 BLAINE	9.32	.50	.15	4,074.40	20,218.89	2,021.88
13 151 COULEE-HARTLINE	11.24	.61	.18	4,913.60	21,848.31	2,184.83
34 301 PALOUSE	11.37	.62	.18	4,970.40	21,729.06	2,172.90
24 122 PATEROS	12.07	.65	.20	5,276.80	23,279.53	2,327.95
36 300 TOUCHET	12.69	.69	.21	5,547.20	25,281.69	2,528.16
31 330 HARRINGTON	13.31	.72	.22	5,818.40	28,119.15	2,811.91
23 403 NORTH MASON	13.32	.72	.22	5,823.20	28,652.40	2,865.24
10 050 CURLEW	13.54	.73	.22	5,919.20	26,209.44	2,620.94
28 149 SAN JUAN	13.72	.74	.22	5,997.60	29,496.94	2,949.69
01 109 WASHTUCNA	13.83	.75	.23	6,045.60	25,842.43	2,584.24
29 311 LA CONNER	13.88	.75	.23	6,068.00	29,362.60	2,936.26
23 311 MARY M KNIGHT	14.20	.77	.23	6,208.00	27,089.26	2,708.92

68

69

14:39 JUN 25,'82

AN ANALYSIS OF THE REVENUE GENERATED FROM 1981-82 VOCATIONAL BASIC EDUCATION ENROLLMENT AND ITS IMPACT ON BASIC LEVY CAPACITY.

COUNTY--- ---NO.--- -------SCHOOL DISTRICT---	ESTIMATED 1981-82 VOC FTE	VOC STAFF UNITS	CLASS STAFF UNITS	NERC	TOTAL BASIC VOC ENTITLEMENT	10% OF TOTAL
13 156 SOAP LAKE	14.76	.80	.24	6,452.80	29,269.80	2,926.98
25 118 SOUTH BEND	14.97	.81	.24	6,544.00	32,166.72	3,216.67
38 324 OAKESDALE	15.17	.82	.25	6,632.00	31,249.03	3,124.90
22 209 HARRINGTON	15.45	.84	.25	6,754.40	27,349.41	2,734.94
21 301 PE ELL	15.80	.86	.26	6,907.20	31,905.26	3,190.52
06 101 LACENTER	15.83	.86	.26	6,920.00	31,842.18	3,184.21
38 306 COLTON	16.24	.88	.27	7,099.20	31,797.04	3,179.70
26 059 CUSICK	16.64	.90	.27	7,274.40	32,444.52	3,244.45
19 172 OCOSTA	17.69	.96	.29	7,733.60	36,243.35	3,624.33
21 014 NAPAVINE	18.24	.99	.30	7,973.60	32,751.44	3,275.14
20 406 LYLE	18.34	1.00	.30	8,017.60	35,378.79	3,537.87
05 313 CRESCENT	18.88	1.03	.31	8,253.60	36,063.06	3,606.30
21 226 ADNA	19.00	1.03	.31	8,306.40	36,470.48	3,647.04
22 105 ODESSA	19.49	1.06	.32	8,520.00	39,155.03	3,915.50
25 155 NASELLE GRAYS RIV	19.82	1.08	.33	8,664.80	41,274.97	4,127.49
38 320 ROSALIA	20.06	1.09	.33	8,769.60	40,508.33	4,050.83
13 206 COLUMBIA	20.32	1.11	.33	8,883.20	36,641.96	3,664.19
34 401 WAITSBURG	20.32	1.11	.33	8,883.20	44,506.20	4,450.62
22 200 WILBUR	20.41	1.11	.34	8,922.40	40,340.98	4,034.09
27 001 STEILACOOM HIST.	20.62	1.12	.34	9,014.40	42,414.94	4,241.49
24 105 OKANOGAN	20.66	1.12	.34	9,032.00	43,265.44	4,326.54
10 070 INCHELIUM	20.76	1.13	.34	9,075.20	39,929.42	3,992.94
01 158 LIND	21.71	1.18	.36	9,490.40	44,998.03	4,499.80
14 117 WISHKAH VALLEY	22.36	1.22	.37	9,775.20	39,375.10	3,937.51
38 265 TEKOA	22.40	1.22	.37	9,792.00	45,499.04	4,549.90
31 306 LAKEWOOD	22.60	1.23	.37	9,880.00	46,819.67	4,681.96
21 206 MOSSYROCK	22.76	1.24	.37	9,949.60	44,469.10	4,446.91
05 401 CAPE FLATTERY	23.59	1.28	.39	10,312.80	48,494.30	4,849.43
15 204 COUPEVILLE	24.99	1.36	.41	10,924.80	53,152.10	5,315.21
14 097 QUINAULT	25.26	1.38	.42	11,042.40	49,590.71	4,959.07
24 350 METHOW VALLEY	25.36	1.38	.42	11,086.40	49,491.67	4,949.16
14 400 OAKVILLE	25.72	1.40	.42	11,244.00	51,708.66	5,170.86
08 402 KALAMA	26.15	1.42	.43	11,432.00	54,020.55	5,402.05
14 064 NORTH BEACH	27.03	1.47	.45	11,816.00	57,276.33	5,727.63
21 214 MORTON	27.65	1.51	.46	12,087.20	62,639.81	6,263.98
09 075 BRIDGEPORT	28.01	1.53	.46	12,244.80	52,058.51	5,205.85
39 209 MOUNT ADAMS	28.02	1.53	.46	12,248.80	60,172.10	6,017.21
14 048 QUILCENE	28.30	1.54	.47	12,371.20	58,614.63	5,861.46
29 031 CONCRETE	28.55	1.56	.47	12,480.80	64,620.17	6,462.01
30 303 STEVENSON-CARSON	29.79	1.62	.49	13,023.20	65,823.65	6,582.36
04 019 MANSON	30.19	1.64	.50	13,197.60	64,283.93	6,428.39
02 420 ASOTIN	30.58	1.67	.50	13,368.00	63,468.78	6,346.87
09 200 PESHASTIN-DRYDEN	30.70	1.67	.51	13,420.80	67,778.21	6,777.82
19 403 KITTITAS	30.96	1.69	.51	13,534.40	64,823.03	6,482.30
36 400 COLUMBIA	31.43	1.71	.52	13,740.00	62,285.44	6,228.54
14 049 CHIMACUM	32.32	1.76	.53	14,128.80	67,382.83	6,738.28
01 160 RITZVILLE	33.45	1.82	.55	14,623.20	68,410.87	6,841.08

AN ANALYSIS OF THE REVENUE GENERATED FROM 1981-82 VOCATIONAL
BASIC EDUCATION ENROLLMENT AND ITS IMPACT ON BASIC LEVY CAPACITY.

COUNTY--- NO.--- ---SCHOOL DISTRICT---	ESTIMATED 1981-82 VOC FTE	VOC STAFF UNITS	CLASS STAFF UNITS	NERC	TOTAL BASIC VOC ENTITLEMENT	10% OF TOTAL
33 207 MARY WALKER	35.58	1.83	.55	14,680.00	62,348.59	6,239.85
17 406 SOUTH CENTRAL	33.97	1.85	.56	14,850.40	77,570.60	7,757.06
25 116 RAYMOND	34.72	1.89	.57	15,178.40	71,870.28	7,187.02
04 128 LEAVENWORTH	35.45	1.93	.59	15,497.60	70,390.69	7,039.06
33 212 KETTLE FALLS	35.49	1.93	.59	15,514.40	68,342.52	6,834.25
35 200 WAHKIAKUM	35.82	1.95	.59	15,659.20	75,438.77	7,543.87
32 358 FREEMAN	36.71	2.00	.61	16,048.00	76,757.15	7,675.71
03 053 FINLEY	37.01	2.02	.61	16,179.20	76,245.10	7,624.51
04 129 LAKE CHELAN	37.82	2.06	.63	16,533.60	77,793.99	7,779.39
21 232 WINLOCK	38.20	2.08	.63	16,699.20	80,736.80	8,073.68
13 146 WARDEN	38.62	2.11	.64	16,883.20	83,125.15	8,312.51
25 160 WILLAPA VALLEY	38.63	2.11	.64	16,887.20	80,327.62	8,032.76
29 111 BREWSTER	38.71	2.11	.64	16,922.40	80,618.52	8,061.85
39 203 HIGHLAND	39.61	2.16	.66	17,316.00	85,437.66	8,543.76
21 237 TOLEDO	39.70	2.16	.66	17,355.20	82,516.45	8,251.64
19 066 MONTESANO	39.80	2.17	.66	17,399.20	83,455.14	8,345.51
37 506 NOOKSACK VALLEY	39.90	2.18	.66	17,442.40	84,230.55	8,423.05
12 110 POMEROY	39.98	2.18	.66	17,477.60	82,127.39	8,212.73
37 505 MERIDIAN	40.76	2.22	.67	17,818.40	85,690.23	8,569.02
26 070 SELKIRK	41.64	2.27	.69	18,203.20	78,717.27	7,871.72
13 160 ROYAL	41.89	2.28	.69	18,312.80	87,614.30	8,761.43
29 410 OROVILLE	42.63	2.34	.71	18,723.26	84,733.84	8,473.38
10 309 REPUBLIC	42.99	2.34	.71	18,793.60	82,800.15	8,280.01
39 204 GRANGER	43.03	2.35	.71	18,811.20	86,073.17	8,607.31
32 362 LIBERTY	43.46	2.37	.72	18,999.20	88,421.22	8,842.12
07 002 DAYTON	43.84	2.39	.73	19,164.80	88,277.82	8,827.78
21 300 ONALASKA	44.57	2.43	.74	19,484.00	87,050.82	8,705.08
19 404 CLE ELUM-ROSLYN	44.79	2.44	.74	19,580.00	92,597.93	9,259.79
22 207 DAVENPORT	45.75	2.50	.76	20,000.00	98,909.46	9,890.96
17 407 LOWER SNOQUALMIE	46.94	2.56	.78	20,520.00	97,490.93	9,749.09
25 101 OCEAN BEACH	48.22	2.63	.80	21,080.00	104,189.20	10,418.92
34 402 TENINO	48.25	2.63	.80	21,092.80	99,070.82	9,907.08
11 051 NORTH FRANKLIN	49.24	2.69	.82	21,525.60	99,119.00	9,911.90
24 404 TOKASKET	49.89	2.72	.83	21,809.60	98,059.02	9,805.90
03 052 KIONA BENTON	50.06	2.73	.83	21,884.00	99,775.31	9,977.53
34 307 RAINIER	50.57	2.76	.84	22,107.20	102,567.16	10,256.71
13 144 QUINCY	51.20	2.79	.85	22,382.40	110,947.04	11,094.70
38 300 COLFAX	52.31	2.85	.87	22,868.00	114,107.07	11,410.70
33 036 CHEWELAH	53.59	2.92	.89	23,427.20	104,523.79	10,452.37
31 311 SULTAN	54.51	2.97	.90	23,829.60	111,575.10	11,157.51
31 332 GRANITE FALLS	57.57	3.14	.95	25,167.20	118,048.38	11,804.83
39 090 MOXEE	57.80	3.15	.96	25,268.00	124,088.27	12,408.82
37 504 LYNDEN	59.11	3.23	.98	25,840.80	123,720.63	12,372.06
08 404 WOODLAND	59.57	3.25	.99	26,041.60	127,710.99	12,771.09
34 401 ROCHESTER	59.72	3.26	.99	26,107.20	115,549.75	11,554.97
20 405 WHITE SALMON	60.57	3.30	1.00	26,478.40	119,466.29	11,946.62
32 326 MEDICAL LAKE	61.02	3.33	1.01	26,675.20	135,358.60	13,535.86

29

72

73

14:39 JUN 25,'82

AN ANALYSIS OF THE REVENUE GENERATED FROM 1981-82 VOCATIONAL
BASIC EDUCATION ENROLLMENT AND ITS IMPACT ON BASIC LEVY CAPACITY.

COUNTY-NO.-SCHOOL DISTRICT	ESTIMATED 1981-82 VOC FTE	VOC STAFF UNITS	CLASS STAFF UNITS	NERC	TOTAL BASIC VOC ENTITLEMENT	10% OF TOTAL
06 122 RIDGEFIELD	62.40	3.40	1.04	27,278.40	133,922.69	13,392.26
15 206 SOUTH WHIDBEY	62.63	3.42	1.04	27,379.20	138,602.19	13,860.21
27 404 EATONVILLE	64.21	3.50	1.07	28,069.60	134,872.96	13,487.29
21 303 WHITE PASS	64.71	3.53	1.07	28,288.80	137,202.15	13,720.21
13 165 EPHRATA	65.08	3.55	1.08	28,450.40	143,897.18	14,389.71
22 009 REARDAN	65.47	3.57	1.09	28,620.80	136,969.60	13,696.96
32 414 DEER PARK	65.70	3.59	1.09	28,721.60	130,904.54	13,090.45
27 344 ORTING	65.71	3.59	1.09	28,725.60	131,829.72	13,182.97
38 267 PULLMAN	66.05	3.60	1.10	28,874.40	148,393.59	14,839.35
27 416 WHITE RIVER	68.68	3.75	1.14	30,024.00	146,378.78	14,637.87
04 222 CASHMERE	69.50	3.79	1.15	30,382.40	150,542.59	15,054.25
08 401 CASTLE ROCK	70.22	3.83	1.17	30,697.60	150,907.29	15,090.72
18 303 BAINBRIDGE	70.34	3.84	1.17	30,749.60	154,555.29	15,455.52
29 103 ANACORTES	70.37	3.84	1.17	30,763.20	155,921.14	15,592.11
16 050 PORT TOWNSEND	73.10	3.99	1.21	31,956.00	160,061.14	16,006.11
20 404 GOLDENDALE	73.74	4.02	1.22	32,236.00	146,602.71	14,660.27
39 205 ZILLAH	74.68	4.08	1.24	32,647.20	151,842.45	15,184.24
37 507 MOUNT BAKER	74.99	4.09	1.24	32,782.40	162,057.03	16,205.70
05 323 SEQUIM	75.19	4.10	1.25	32,869.60	158,843.11	15,884.31
17 402 VASHON ISLAND	76.36	4.17	1.27	33,381.60	164,498.03	16,449.80
21 302 CHEHALIS	76.52	4.18	1.27	33,451.20	161,861.91	16,186.19
32 360 CHENEY	80.54	4.40	1.34	35,208.80	175,867.59	17,586.75
33 515 COLVILLE	81.32	4.44	1.35	35,549.60	163,487.67	16,348.76
32 416 RIVERSIDE	81.62	4.46	1.36	35,680.80	169,999.57	16,999.95
06 112 WASHOUGAL	81.77	4.46	1.36	35,746.40	177,076.25	17,707.62
32 361 EAST VALLEY	83.14	4.54	1.38	36,345.60	172,450.71	17,245.07
14 028 HOQUIAM	89.29	4.87	1.48	39,033.60	196,251.74	19,625.17
39 003 NACHES VALLEY	93.30	5.09	1.55	40,787.20	208,457.14	20,845.71
26 056 NEWPORT	94.04	5.13	1.56	41,110.40	190,692.33	19,069.23
13 301 GRAND COULEE DAM	94.05	5.13	1.56	41,114.40	196,569.42	19,656.94
27 417 FIFE	99.89	5.45	1.66	43,668.00	216,249.47	21,624.94
05 402 QUILLAYUTE VALLEY	104.50	5.71	1.74	45,683.20	218,402.06	21,840.20
21 401 CENTRALIA	104.85	5.72	1.74	45,836.00	237,788.60	23,778.86
39 207 WAPATO	107.08	5.85	1.78	46,811.20	234,879.35	23,487.93
31 103 MONROE	108.03	5.90	1.80	47,226.40	231,963.43	23,196.34
34 033 TUMWATER	110.41	6.03	1.84	48,266.40	241,766.16	24,176.61
27 083 UNIVERSITY PLACE	111.18	6.07	1.85	48,603.20	247,324.58	24,732.45
39 202 TOPPENISH	116.52	6.36	1.94	50,937.60	253,785.77	25,378.57
19 401 ELLENSBURG	117.00	6.39	1.95	51,147.20	258,643.61	25,864.36
31 401 STANWOOD	118.99	6.50	1.98	52,017.60	258,349.95	25,834.99
34 002 YELM	119.90	6.55	1.99	52,415.20	249,108.20	24,910.82
06 117 CAMAS	127.27	6.95	2.12	55,636.80	287,496.20	28,749.62
29 100 BURLINGTON EDISON	130.38	7.12	2.17	56,996.60	301,447.81	30,144.78
29 101 SEDRO WOOLLEY	130.63	7.13	2.17	57,106.40	292,723.43	29,272.34
27 401 PENINSULA	131.37	7.17	2.18	57,429.60	283,074.93	28,307.49
03 116 PROSSER	131.76	7.20	2.19	57,600.00	281,558.65	28,155.86
17 410 SNOQUALMIE VALLEY	132.05	7.21	2.20	57,726.40	286,483.31	28,648.33

AN ANALYSIS OF THE REVENUE GENERATED FROM 1981-82 VOCATIONAL
BASIC EDUCATION ENROLLMENT AND ITS IMPACT ON BASIC LEVY CAPACITY.

COUNTY--- NO.--- -------SCHOOL DISTRICT---	ESTIMATED 1981-82 VOC FTE	VOC STAFF UNITS	CLASS STAFF UNITS	NERC	TOTAL BASIC VOC ENTITLEMENT	10% OF TOTAL
29 320 MT VERNON	133.16	7.27	2.21	58,212.00	295,358.00	29,535.80
37 502 FERNDALE	135.61	7.41	2.26	59,283.20	298,521.56	29,852.15
01 147 OTHELLO	136.79	7.47	2.27	59,799.20	289,521.53	28,952.15
39 200 GRANDVIEW	137.24	7.49	2.28	59,996.00	295,091.68	29,509.16
17 400 MERCER ISLAND	137.55	7.51	2.29	60,131.20	319,429.29	31,942.92
24 019 OMAK	142.42	7.78	2.37	62,260.00	282,059.26	28,205.92
23 309 SHELTON	143.56	7.84	2.39	62,758.40	280,788.81	28,078.88
37 501 BELLINGHAM	144.27	7.88	2.40	63,068.80	314,093.92	31,409.39
14 068 ELMA	146.81	8.02	2.44	64,179.20	302,234.34	30,223.43
31 016 ARLINGTON	153.61	8.39	2.56	67,152.00	332,359.63	33,235.96
14 005 ABERDEEN	157.83	8.62	2.63	68,996.80	358,574.36	35,857.43
17 216 ENUMCLAW	158.90	8.68	2.64	69,464.80	353,275.85	35,327.58
17 409 TAHOMA	161.23	8.81	2.68	70,483.20	345,291.42	34,529.14
39 208 WEST VALLEY	163.79	8.95	2.72	71,602.40	363,812.78	36,381.27
02 250 CLARKSTON	165.33	9.03	2.75	72,275.20	349,236.02	34,923.60
18 400 NORTH KITSAP	176.12	9.62	2.93	76,992.00	380,340.50	38,034.05
39 119 SELAH	176.22	9.62	2.93	77,036.00	379,586.61	37,958.66
09 206 EASTMONT	180.68	9.87	3.01	78,985.60	409,675.78	40,967.57
39 201 SUNNYSIDE	181.67	9.92	3.02	79,418.40	381,353.58	38,135.35
31 004 LAKE STEVENS	183.53	10.02	3.05	80,232.00	399,600.55	39,960.05
13 161 MOSES LAKE	191.43	10.46	3.19	83,685.60	415,099.69	41,509.96
31 201 SNOHOMISH	196.49	10.73	3.27	85,897.60	428,329.64	42,832.96
05 121 PORT ANGELES	197.16	10.77	3.28	86,190.40	437,799.21	43,779.92
08 453 KELSO	220.20	12.03	3.67	96,262.40	488,794.28	48,879.42
31 025 MARYSVILLE	223.54	12.21	3.72	97,722.40	488,073.15	48,807.31
11 001 PASCO	225.75	12.33	3.76	98,688.80	471,536.85	47,153.68
27 320 SUMNER	226.77	12.39	3.77	99,134.40	490,161.52	49,016.15
15 201 OAK HARBOR	227.02	12.40	3.78	99,244.00	510,861.36	51,086.13
36 140 WALLA WALLA	232.64	12.71	3.87	101,700.80	530,899.11	53,089.91
32 363 WEST VALLEY	235.77	12.88	3.92	103,068.80	519,855.33	51,985.53
18 402 SOUTH KITSAP	240.71	13.15	4.01	105,228.80	508,570.57	50,857.05
17 417 NORTHSHORE	249.53	13.63	4.15	109,084.00	546,992.29	54,699.22
34 111 OLYMPIA	276.14	15.08	4.60	120,716.80	622,492.01	62,249.20
32 354 MEAD	278.80	15.23	4.64	121,880.00	586,915.98	58,691.59
17 411 ISSAQUAH	284.55	15.54	4.74	124,393.60	645,322.76	64,532.27
03 400 RICHLAND	285.84	15.78	4.81	126,268.80	639,786.28	63,978.62
17 412 SHORELINE	296.66	16.21	4.94	129,687.20	688,275.62	68,827.56
08 122 LONGVIEW	309.34	16.63	5.07	133,044.80	681,548.11	68,154.81
18 401 CENTRAL KITSAP	305.64	16.70	5.09	133,612.80	640,483.53	64,048.35
32 356 CENTRAL VALLEY	306.68	16.75	5.11	134,068.00	669,187.64	66,918.76
09 246 WENATCHEE	321.05	17.54	5.35	140,349.60	729,199.48	72,919.94
27 403 BETHEL	345.24	19.95	6.08	159,668.00	761,355.56	76,135.55
27 402 FRANKLIN PIERCE	385.40	21.06	6.42	168,480.80	852,118.02	85,211.80
18 100 BREMERTON	402.70	22.00	6.71	176,044.00	915,474.63	91,547.46
31 002 EVERETT	413.11	22.57	6.88	180,594.40	1,046,242.85	104,624.28
03 017 KENNEWICK	421.74	23.04	7.02	184,367.20	883,407.60	88,340.76
31 006 MUKILTEO	446.89	24.42	7.44	195,361.60	1,041,138.52	104,113.85

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14:39 JUN 25,'82

AN ANALYSIS OF THE REVENUE GENERATED FROM 1981-82 VOCATIONAL
BASIC EDUCATION ENROLLMENT AND ITS IMPACT ON BASIC LEVY CAPACITY.

COUNTY---	---NO.---	-------SCHOOL DISTRICT---	ESTIMATED 1981-82 VOC FTE	VOC STAFF UNITS	CLASS STAFF UNITS	MERC	TOTAL BASIC VOC ENTITLEMENT	10% OF TOTAL
34	003	NORTH THURSTON	447.26	24.44	7.45	195,523.20	967,324.48	96,732.44
17	408	AUBURN	459.66	25.11	7.66	200,999.00	1,025,384.60	102,538.46
06	119	BATTLE GROUND	461.51	25.21	7.69	201,752.60	969,745.85	96,974.58
17	414	LAKE WASHINGTON	476.68	26.04	7.94	208,389.80	1,057,211.38	105,721.13
06	114	EVERGREEN	502.84	27.47	8.38	219,820.60	1,099,015.60	109,901.56
06	037	VANCOUVER	529.41	28.92	8.82	231,436.00	1,228,989.23	122,898.92
27	003	PUYALLUP	549.73	30.03	9.16	240,319.20	1,217,702.62	121,770.26
17	210	FEDERAL WAY	573.60	31.34	9.56	250,759.40	1,277,268.63	127,726.86
27	010	TACOMA	584.76	31.95	9.74	255,632.80	1,364,017.00	136,401.70
17	403	RENTON	603.24	32.96	10.05	263,711.20	1,435,480.97	143,548.09
27	400	CLOVER PARK	607.88	33.21	10.13	265,740.00	1,398,384.86	139,838.48
39	007	YAKIMA	639.01	34.91	10.65	279,348.60	1,450,827.90	145,082.79
17	405	BELLEVUE	526.08	45.14	13.76	341,128.00	2,004,368.06	200,436.80
31	015	EDMONDS	877.96	47.97	14.63	383,606.00	2,053,335.77	205,333.57
17	415	KENT	1,044.18	57.05	17.40	456,472.00	2,261,139.44	226,113.94
17	401	HIGHLINE	1,059.11	57.60	17.56	460,812.80	2,506,853.21	250,685.32
17	001	SEATTLE	1,193.86	65.23	19.89	521,906.40	2,860,136.58	286,013.65
32	081	SPOKANE	1,267.98	69.28	21.13	554,308.00	2,823,711.74	282,371.17
		STATE TOTAL	31,258.69	1,708.12	520.97	13,665,004.80	69,087,752.32	6,908,775.23

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APPENDIX VII

BASIC EDUCATION FUNDS ALLOCATION

TITLE 28A RCW: COMMON SCHOOL PROVISIONS

28A.41.130 Annual basic education allocation of funds according to average FTE student enrollment——Student/teacher ratio standard (as amended by 1980 c 154). From those funds made available by the legislature for the current use of the common schools, the superintendent of public instruction shall distribute annually as provided in RCW 28A.48.010 to each school district of the state operating a program approved by the state board of education an amount which, when combined with an appropriate portion of such locally available revenues, other than receipts from federal forest revenues distributed to school districts pursuant to RCW 36.33.110, as the superintendent of public instruction may deem appropriate for consideration in computing state equalization support, excluding excess property tax levies, will constitute a basic education allocation in dollars for each annual average full time equivalent student enrolled, based upon one full school year of one hundred eighty days, except that for kindergartens one full school year may be ninety days as provided by RCW 28A.58.180.

Basic education shall be considered to be fully funded by those amounts of dollars appropriated by the legislature pursuant to RCW 28A.41.130 and 28A.41.140 to fund those program requirements identified in RCW 28A.58.754 in accordance with the formula and ratios provided in RCW 28A.41.140.

Operation of a program approved by the state board of education, for the purposes of this section, shall include a finding that the ratio of students per classroom teacher in grades kindergarten through three is not greater than the ratio of students per classroom teacher in grades four and above for such district: *Provided*, That for the purposes of this section, "classroom teacher" shall be defined as an instructional employee possessing at least a provisional certificate, but not necessarily employed as a certificated employee, whose primary duty is the daily educational instruction of students: *Provided further*, That the state board of education shall adopt rules and regulations to insure compliance with the student/teacher ratio provisions of this section, and such rules and regulations shall allow for exemptions for those special programs and/or school districts which may be deemed unable to practicably meet the student/teacher ratio requirements of this section by virtue of a small number of students: *Provided, further*, That these rules and regulations shall provide that any district that has a ratio of no greater than twenty-five students per classroom teacher in grades kindergarten through three shall be in conformance with this section.

If a school district's basic education program fails to meet the basic education requirements enumerated in RCW 28A.41.130, 28A.41.140 and 28A.58.754, the state board of education shall require the superintendent of public instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured: *Provided*, That the state board of education may waive this requirement in the event of substantial lack of classroom space. [1980 c 154 § 12; 1977 ex.s. c 359 § 4; 1975 1st ex.s. c 211 § 1; 1973 2nd ex.s. c 4 § 1; 1973 1st ex.s. c 195 § 9; 1973 c 46 § 2. See also 1973 1st ex.s. c 195 §§ 136, 137, 138 and 139. Prior: 1972 ex.s. c 124 § 1; 1972 ex.s. c 105 § 2; 1971 ex.s. c 294 § 19; 1969 c 138 § 2; 1969 ex.s. c 223 § 28A.41.130; prior: 1967 ex.s. c 140 § 3; 1965 ex.s. c 171 § 1; 1965 ex.s. c 154 § 2; prior: (i) 1949 c 212 § 1, part; 1945 c 141 § 4, part; 1923 c 96 § 1, part; 1911 c 118 § 1, part; 1909 c 97 p 312 §§ 7–10, part; Rem. Supp. 1949 § 4940–4, part. (ii) 1949 c 212 § 2, part; 1945 c 141 § 5, part; 1909 c 97 p 312 §§ 7–10, part; Rem. Supp. 1949 § 4940–5, part. Formerly RCW 28.41.130.]

Reviser's note: RCW 28A.41.130 was amended during the 1979 extraordinary legislative session by 1979 ex.s. c 250 § 2; such section was subsequently amended during the 1980 regular session, 1980 c 154 § 12, without reference to the 1979 amendment; for codification purposes we are therefore treating such amendments to RCW 28A.41.130 as double amendments.

Purpose——Effective dates——Savings——Disposition of certain funds——Severability——1980 c 154: See notes following chapter 82-.45 RCW digest.

Effective date——Severability——1977 ex.s. c 359: See notes following RCW 28A.58.750.

Effective date——1975 1st ex.s. c 211: "This act shall take effect July 1, 1976." [1975 1st ex.s. c 211 § 2.] This applies to RCW 28A-.41.130 as amended by 1975 1st ex.s. c 211 § 1.

Emergency and effective dates——1973 2nd ex.s. c 4: See notes following RCW 84.52.043.

Severability——Effective dates and termination dates——Construction——1973 1st ex.s. c 195: See notes following RCW 84.52.043.

Effective date——1972 ex.s. c 124: "This 1972 amendatory act is necessary for the immediate preservation of the public peace, health and safety and the support of the state government and its existing public institutions, and sections 2, 3, 4, 6, 7 and 11 shall take effect immediately; sections 1, 8, 9 and 10 hereof shall take effect July 1, 1973; and section 5 hereof shall take effect July 1, 1974." [1972 ex.s. c 124 § 12.] Sections 2, 3, 4, 6, 7 and 11 are codified as RCW 28A.44-.085, 28A.44.080, 28A.44.090, 28A.44.110, 28A.44.120 and 28A.44-.130, respectively, and declared effective immediately; sections 1, 8 and 10 are codified as RCW 28A.41.130, 84.52.050 and 28A.48.110, respectively, and declared effective July 1, 1973; section 9 is the repeal of RCW 28A.44.050 and declared effective July 1, 1973; section 5 is codified as RCW 28A.44.100 and declared effective July 1, 1974.

Severability——1972 ex.s. c 124: "If any provision of this 1972 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1972 ex.s. c 124 § 13.] This applies to RCW 28A.41.130, the repeal of RCW 28A.44.050, 28A.44.080, 28A.44.085, 28A.44.090, 28A.44.100, 28A-.44.110, 28A.44.120, 28A.44.130, 28A.48.110 and 84.52.050.

Effective date——Severability——1972 ex.s. c 105: See notes following RCW 28A.35.010.

Basic Education Act of 1977, RCW 28A.41.120 as part of: RCW 28A.58.750.

28A.41.140 Annual basic education allocation of funds according to average FTE student enrollment——Procedure to determine distribution formula——Submittal to legislature——Enrollment, FTE student, certificated and classified staff, defined——Minimum contact classroom hours. The basic education allocation for each annual average full time equivalent student shall be determined in accordance with the following procedures:

The governor shall and the superintendent of public instruction may recommend to the legislature a formula based on a ratio of students to staff for the distribution of a basic education allocation for each annual average full time equivalent student enrolled in a common school. The distribution formula shall have the primary objective of equalizing educational opportunities and shall provide appropriate recognition of the following costs among the various districts within the state:

(1) Certificated staff and their related costs;

(2) Classified staff and their related costs;

(3) Nonsalary costs;

(4) Extraordinary costs of remote and necessary schools and small high schools; and

(5) The attendance of students pursuant to RCW 28A.58.075 and 28A.58.245, each as now or hereafter amended, who do not reside within the servicing school district.

This formula for distribution of basic education funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature. Commencing with the 1980–81 school year, the formula adopted by the legislature shall reflect a ratio of not less than fifty certificated personnel to one thousand annual average full time equivalent students and one classified person to three certificated personnel. In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution formula, the distribution formula for the previous school year shall remain in effect: *Provided*, That the distribution formula developed pursuant to this section shall be

for state apportionment and equalization purposes only and shall not be construed as mandating specific operational functions of local school districts other than those program requirements identified in RCW 28A.58.754. The enrollment of any district shall be the annual average number of full time equivalent students and part time students as provided in RCW 28A.41.145, as now or hereafter amended, enrolled on the first school day of each month. The definition of full time equivalent student shall be determined by rules and regulations of the superintendent of public instruction: *Provided*, That the definition shall be included as part of the superintendent's biennial budget request: *Provided, further*, That any revision of the present definition shall not take effect until approved by the house appropriations committee and the senate ways and means committee: *Provided, further*, That the office of financial management shall make a monthly review of the superintendent's reported full time equivalent students in the common schools in conjunction with RCW 43.62.050.

Certificated staff shall include those persons employed by a school district in a teaching, instructional, educational staff associate, learning resources specialist, administrative or supervisory capacity and who hold positions as certificated employees as defined under RCW 28A.01.130, as now or hereafter amended, and every school district superintendent, and any person hired in any manner to fill a position designated as, or which is in fact, that of deputy superintendent or assistant superintendent: *Provided*, That in exceptional cases, people of unusual competence but without certification may teach students so long as a certificated person exercises general supervision: *Provided, further*, That the hiring of such noncertificated people shall not occur during a labor dispute and such noncertificated people shall not be hired to replace certificated employees during a labor dispute. Each annual average full time equivalent certificated classroom teacher's direct classroom contact hours shall average at least twenty-five hours per week. Direct classroom contact hours shall be exclusive of time required to be spent for preparation, conferences, or any other nonclassroom instruction duties. Up to two hundred minutes per week may be deducted from the twenty-five contact hour requirement, at the discretion of the school district board of directors, to accommodate authorized teacher/parent-guardian conferences, recess, passing time between classes, and informal instructional activity. [1979 ex.s. c 250 § 3; 1979 c 151 § 12; 1977 ex.s. c 359 § 5; 1969 ex.s. c 244 § 14. Prior: 1969 ex.s. c 217 § 3; 1969 c 130 § 7; 1969 ex.s. c 223 § 28A.41.140; prior: 1965 ex.s. c 154 § 3. Formerly RCW 28.41.140.]

Effective date——Severability——1979 ex.s. c 250: See notes following RCW 28A.58.754.

Effective date——Severability——1977 ex.s. c 359: See notes following RCW 28A.58.750.

Basic Education Act of 1977, RCW 28A.41.140 as part of: RCW 28A.58.750.

Basic Education Act of 1977, rules adopted pursuant to as subject to legislative review: RCW 28A.58.756.

28A.41.143 Annual basic education allocation of funds according to average FTE student enrollment——Procedure for crediting portion for school building purposes. The board of directors of a school district may, by properly executed resolution, request that the superintendent of public instruction direct a portion of the district's basic education allocation be credited to the district's building fund and/or bond redemption fund. Moneys so credited shall be used solely for school building purposes. [1980 c 154 § 13.]

Purpose——Effective dates——Savings——Disposition of certain funds——Severability——1980 c 154: See notes following chapter 82.45 RCW digest.

School funds enumerated——Deposits in——Use: RCW 28A.58.441.

28A.41.145 Part time students——Defined——Enrollment authorized——Reimbursement for costs——Funding authority recognition——Rules, regulations. (1) For purposes of this section, the following definitions shall apply:

(a) "private school student" shall mean any student enrolled full time in a private or private sectarian school;

(b) "school" shall mean any primary, secondary or vocational school;

(c) "school funding authority" shall mean any nonfederal governmental authority which provides moneys to common schools;

(d) "part time student" shall mean and include any student enrolled in a course of instruction in a private or private sectarian school and taking courses at and/or receiving ancillary services offered by any public school not available in such private or private sectarian school district and any student involved in any work training program and taking courses in any public school, which work training program is approved by the school board of the district in which such school is located.

(2) The board of directors of any school district is authorized and, in the same manner as for other public school students, shall permit the enrollment of and provide ancillary services for part time students, including (a) the part time enrollment of students involved in any work training program and desirous of taking courses within the district upon the school board's approval of any such work training program and (b) the part time enrollment of any private school student in any school within the district for the purpose of attending a class or classes or a course of instruction if the class, classes, or course of instruction for which the private school student requests enrollment, are unavailable to the student in the private school in which the student is regularly enrolled: *Provided*, That this section shall only apply to part time students who would be otherwise eligible for full time enrollment in the school district.

(3) The superintendent of public instruction shall recognize the costs to each school district occasioned by enrollment of and/or ancillary services provided for part time students authorized by subsection (2) and shall include such costs in the distribution of funds to school districts pursuant to RCW 28A.41.140. Each school district shall be reimbursed for the costs or a portion thereof, occasioned by attendance of and/or ancillary

judged to be remote and necessary by the state board of education, certificated staff units shall be determined as follows:

(i) For grades K-6, for enrollments of not more than sixty annual average full time equivalent students, three certificated staff units;

(ii) For grades K-6, for enrollments above sixty annual average full time equivalent students, additional certificated staff units based upon a ratio of one certificated staff unit per twenty annual average full time equivalent students;

(iii) For grades 7 and 8, for enrollments of not more than twenty annual average full time equivalent students, one certificated staff unit;

(iv) For grades 7 and 8, for enrollment above twenty annual average full time equivalent students, additional certificated staff units based upon a ratio of one certificated staff unit per twenty annual average full time equivalent students;

(v) For each nonhigh school district having an enrollment of more than seventy annual average full time equivalent students and less than one hundred eighty students, operating a K-8 program or 1-8 program, an additional one-half of a certificated staff unit: PROVIDED That the funds provided by this subparagraph shall not be included for purposes of calculating the levy lid pursuant to chapter 84.52 RCW;

(vi) For each nonhigh school district having an enrollment of more than fifty annual average full time equivalent students and less than one hundred eighty students, operating a K-6 or 1-6 program, an additional one-half of a certificated staff unit: PROVIDED, That the funds provided by this subparagraph shall not be included for purposes of calculating the levy lid pursuant to chapter 84.52 RCW.

(d) For districts operating high schools with enrollments of not more than three hundred average annual full time equivalent students, certificated staff units shall be determined as follows:

(i) Nine and one-half certificated staff units for the first sixty annual average full time equivalent students;

(ii) Additional certificated staff units based upon a ratio of one certificated staff unit per forty-three and one-half average annual full time equivalent students.

(((~~(5)~~))) (4)(a) For nonemployee related costs with each certificated staff unit determined under subsection (((~~(4)~~))) (3) (a), (c), and (d) of this section, there shall be provided a maximum of $(((~~4,684~~))) 4,572 per staff unit in the 1981-82 school year and a maximum of $(((~~5,166~~))) 4,966 per staff unit in the 1982-83 school year.

(b) For nonemployee related costs with each certificated staff unit determined under subsection (((~~(4)~~))) (3)(b) of this section, there shall be provided a maximum of $(((~~8,182~~))) 8,000 per staff unit in the 1981-82 school year and a maximum of $(((~~8,964~~))) 8,641 per staff unit in the 1982-83 school year.

(((~~(6)~~))) (5) Formula allocation of classified staff units shall be determined as follows:

(a) One classified staff unit per each three certificated staff units determined under subsection (((~~(4)~~))) (3) (a), (c), and (d) of this section;

(b) One classified staff unit for each sixty full time equivalent vocational students enrolled; and

(c) For each nonhigh school district with an enrollment of more than fifty annual average full time equivalent students and less than one hundred eighty students, an additional one-half of a classified staff unit: PROVIDED, That the funds provided by this subparagraph shall not be included for purposes of calculating the levy lid pursuant to chapter 84.52 RCW.

(((~~(7)~~))) (6) The superintendent of public instruction shall distribute a maximum of $565,000 outside of the basic education allocation to school districts for fire protection districts at a rate of $1.00 per year for each student attending a school located in an unincorporated area within a fire protection district as mandated by RCW 52.36.020; a maximum of $280,000 for the 1981-82 school year, and a maximum of $285,000 for the 1982-83 school year.

(((~~(8)~~))) (7) The general fund——state appropriation contained in this section includes all funds received by the state pursuant to Title 16, section 500, United States Code (federal forest funds) which are distributed to the general fund for the benefit of public schools in accordance with RCW 36.33.110. Within thirty days of receipt within the state treasury, the superintendent of public instruction shall distribute such federal forest funds to each eligible school district in an amount not to exceed that which the district would have received in accordance with the basic education apportionment for the previous year. Funds determined to be in excess of that amount shall be distributed to the county for distribution to the school districts within the county in accordance with RCW 36.33.110: PROVIDED, That if the amount received by any district pursuant to this appropriation is less than the basic education allocation which the district would otherwise receive, the superintendent of public instruction shall allocate from basic education funds to the district an amount equal to the difference between the amount received under this appropriation and the amount the district would otherwise receive under the basic education act.

(((~~(9)~~))) (8) The superintendent of public instruction may distribute a maximum of $250,000 for school district emergencies outside of the basic education allocation.

(((~~(10)~~))) (9) Not more than $(((~~6,375,000~~))) 4,518,000 of the appropriation contained in this section shall be expended for districts which experience an enrollment decline in the 1981-82 school year from the 1980-81 base enrollment level and in the 1982-83 school year from the 1981-82 base enrollment level. The superintendent of public instruction shall distribute funds based on certificated staff units in the 1981-82 and 1982-83

Highway Safety Fund Appropriation ..... $ 33,286,000
Motor Vehicle Fund Appropriation ..... $ 27,399,000
Total Appropriation ..... $ ((~~75,596,000~~))
74,496,000

((~~FTE Staff Years——Fiscal Year 1982 ..... 1,209.0~~
~~FTE Staff Years——Fiscal Year 1983 ..... 1,205.7~~

~~The appropriations in this section are subject to the following condition or limitation: The sanitarians' licensing account appropriation is contingent on the enactment of House Bill No. 311 or Senate Bill No. 3314 during the 1981 regular session of the legislature.~~))

Sec. 74. Section 86, chapter 340, Laws of 1981 (uncodified) is amended to read as follows:

FOR THE SUPERINTENDENT OF PUBLIC INSTRUCTION (INCLUDING THE STATE BOARD FOR EDUCATION)

General Fund Appropriation——State ..... $ ((~~13,697,000~~))
12,314,000
General Fund Appropriation——Federal ..... $ 5,981,000
General Fund——Traffic Safety Education Account Appropriation ..... $ 460,000
Total Appropriation ..... $ ((~~20,138,000~~))
18,755,000

((~~FTE Staff Years——Fiscal Year 1982 ..... 266.5~~
~~FTE Staff Years——Fiscal Year 1983 ..... 266.5~~))

The appropriations in this section are subject to the following conditions and limitations:

(1) A maximum of $460,000 may be expended for the state office administration of the traffic safety education program.

(2) The superintendent shall ensure that data reported by school districts for reimbursement and state budget planning purposes is accurate and timely.

(3) The Superintendent of Public Instruction shall not reduce the scoliosis screening program established under RCW 28A.31.132 through 28A.31.142 below the level established under chapter 340, Laws of 1981 as enacted during the 1981 regular session of the Legislature.

Sec. 75. Section 87, chapter 340, Laws of 1981 (uncodified) is amended to read as follows:

FOR THE SUPERINTENDENT OF PUBLIC INSTRUCTION——BASIC EDUCATION FORMULA FOR FISCAL YEARS 1982 AND 1983

General Fund Appropriation ..... $ ((~~2,567,881,000~~))
2,583,966,000
General Fund——State Timber Tax Reserve Account ..... $ 4,000,000

((~~Common School Construction Fund Appropriation ..... $ 52,379,000~~))
Total Appropriation ..... $ ((~~2,624,260,000~~))
2,587,966,000

The appropriations in this section are subject to the following conditions and limitations:

(1) For purposes of this act and compliance with chapter 16, Laws of 1981, the superintendent of public instruction shall ensure that no district provides salary and compensation increases from any fund source whatsoever in excess of those amounts for insurance benefit increases and/or ((~~percentages~~)) for those percentages for salary increases specified in this act: PROVIDED, That the superintendent shall withhold five percent of a district's respective basic education allocation if the school district violates any provision of this act or chapter 16, Laws of 1981 until such time as a school district comes into compliance: PROVIDED FURTHER, That provisions of any contract in force as of the effective date of chapter 16, Laws of 1981, for school years 1981–82 and 1982–83 that conflict with the provisions of this act may continue in effect: PROVIDED FURTHER, That provisions of a contract in compliance with chapter 16, Laws of 1981, entered into prior to November —, 1981, for the 1982–83 school year that conflicts with provisions of this 1981 amendatory act may continue in effect.

(2) ((~~A maximum of $1,308,315,000 of this appropriation may be expended in fiscal year 1982.~~

~~(3)~~))(a) The appropriations in this section and allocation authorized by sections 87 through 91 of this act per annual average full time equivalent student shall constitute 100% of formula as provided in RCW 28A.41.130 as now or hereafter amended.

(b) If the system-wide staff mix factor exceeds 1.6182, the superintendent of public instruction shall make such adjustments as are required to remain within the amounts generated by the staff mix assumption for the total appropriation.

((~~(4)~~)) (3) Formula allocation of certificated staff units shall be determined as follows:

(a) One certificated staff unit for each average annual twenty full time equivalent kindergarten, elementary, and secondary students, excluding secondary vocational full time equivalent students enrolled in a vocational program approved by the superintendent of public instruction.

(b) One certificated staff unit for each average annual eighteen and three-tenths full time equivalent students enrolled in a vocational education program approved by the superintendent of public instruction.

(c) For districts enrolling not more than one hundred average annual full time equivalent students (except as otherwise specified) and for small school plants within any school district, which small plants have been